DOCUMENT RESUME

ED 386 554 CE 069 776

TITLE	Communication Skills II: Learning from the Media. Using the Telephone. Making a Speech. Conducting a Meeting.
INSTITUTION	Ohio State Univ., Columbus. Vocational Instructional Materials Lab.
PUB DATE	95
NOTE	108p.; For "Communication Skills I," see CE 069 775.
AVAILABLE FROM	Vocational Instructional Materials Lab, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. AS-2: $7).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Communication Skills; Instructional Materials; Leadership; Learning Activities; *Mass Media; Mass Media Effects; *Mass Media Role; *Meetings; Secondary Education; *Speech Instruction; Speech Skills; Teaching Guides; Telephone Communications Systems; *Telephone Usage Instruction; Vocational Education

ABSTRACT

Written for student use in a variety of types of classrooms, this document covers these skill areas: learning from the media, using the telephone, making a speech, and conducting a meeting. The material addresses specific skill areas, but is flexible enough to meet student needs in both vocational and academic classes. Each unit, which covers one skill area, begins with an introductory page that includes an introduction, objectives, springboard questions to help students think about the material before working with it, and vocabulary words from the unit. Readings give some brief information that explains or defines the communication skill presented in the unit. Student activities that follow each reading provide a learning activity to practice using information or skills presented in the text reading. The conclusion at the end of each unit summarizes the information presented. At the conclusion of each unit are two sample vocabulary activities. A brief teachers' guide is provided at the end of the document. It describes organization of the material, provides information about specific units, and discusses use of the material in a job skills class. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Hansen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 386 554

Communication Skills II

Learning from the Media
Using the Telephone
Making a Speech
Conducting a Meeting

BEST COPY AVAILABLE

Communication Skills II

Vocational Instructional Materials Laboratory
The Ohio State University
Columbus, OH 43210

1995

Published by Vocational Instructional Materials
Laboratory Center on Education and Training for
Employment
The Ohio State University
Columbus, Ohio

All rights reserved

Copyright 1983
Revision 1995

Contents

Preface vii
Note to the Students ix

Unit I: Learning from the Media 1
- Introduction 3
  - Objectives 3
  - Springboard Questions 3
  - Vocabulary 4
- The Media 7
- Television News 9
- Periodicals 14
- Vertical File 16
- *Reader's Guide to Periodical Literature* 17
- Newspapers 20
  - Newspaper Format 21
  - Newspaper Sensationalism 24
  - Front Pages 26
  - Editorials and Columns 27
  - Display and Classified Advertisements 29
- Conclusion 31
  - Crossword Puzzle 32
  - Word Search 33

Unit II: Using the Telephone 35
- Introduction 37
  - Objectives 37
  - Springboard Questions 37
  - Vocabulary 38
- Using the Telephone Directory 39
- Placing a Call 47
- Answering the Telephone 52
- Conclusion 57
  - Crossword Puzzle 58
  - Matching Vocabulary 59

Unit III: Making a Speech 61
- Introduction 63
  - Objectives 63
  - Springboard Questions 63
  - Vocabulary 64
- Preparing a Speech 66

Unit III: Making a Speech (continued)
Delivering a Speech 68
Types of Oral Presentations 70
Interviewing 71
Conclusion 73
Crossword Puzzle 74
Word Scramble 75

Unit IV: Conducting a Meeting 77
Introduction 78
Objectives 78
Springboard Questions 78
Vocabulary 79
Organizing a Club or Group 81
Club Meetings and Activities 83
Sample Agenda 84
Sample Order of Business 85
Sample Club Meeting Dialogue 86
Constitution or Bylaws 90
Tips for Being a Good Club Officer 92
Conclusion 95
Crossword Puzzle 96
Multiple-Choice Assessment 97

Teachers Guide 100
Organization of the Material 101
Information About Specific Units 102
Learning from the Media 102
Using the Telephone 102
Making a Speech 102
Conducting A Meeting 103
Use of *Communication Skills I and Communication Skills II* in a Job Skills Class 103

Student Activities

Unit I: Learning from the Media
- Student Activity 10
- Student Activity 12
- Student Activity 13
- Student Activity 18
- Student Activity 22
- Student Activity 23
- Student Activity 25
- Student Activity 28
- Student Activity 30

Unit II: Using the Telephone
- Student Activity 43
- Student Activity 45
- Student Activity 46
- Student Activity 51
- Student Activity 55

Unit III: Making a Speech
- Student Activity 72

Unit IV: Conducting a Meeting
- Student Activity 89

Preface

The documents, *Communication Skills I and Communication Skills II*, were developed by a writing team that is familiar with the skills people need to communicate effectively. The reading level of both documents was intentionally maintained at a level that is usable and understandable by the majority of the students. The documents are coordinated to be used together; however, each document can be used independently in the classroom.

Acknowledgment and appreciation are extended to the following people.

Deborah Bingham Catri, Ph.D., Director, Vocational Instructional Materials Laboratory, The Ohio State University, Columbus, Ohio

Joyce M. Leimbach, Project Director and Curriculum Consultant, Vocational Instructional Materials Laboratory, The Ohio State University, Columbus, Ohio

Linda P. Hoffman, Reading Specialist and Educational Consultant, Columbus, Ohio

Patricia Handelman, Basic Skills Coordinator, Licking County Vocational School, Newark, Ohio

Rebecca Parks, Family and Consumer Sciences Teacher, Tolles Technical Center, Plain City, Ohio

Kim Tavenner, Applied Academics Teacher, Tolles Technical Center, Plain City, Ohio

Communication Skills II

Learning from the Media

Using the Telephone

Making a Speech

Conducting a Meeting

Note to the Students

Communication Skills II was written to help you improve several types of communication skills. These skills include learning from the media, using the telephone, making a speech, and conducting a meeting. All of the skills covered will help you in your current class work and can also help you later in life.

Each unit begins with an introduction, questions for you to think about, and vocabulary words you should recognize and understand. Throughout the reading; there are several student activities. These activities were developed to help you apply the skills you learn about in the reading. The vocabulary activity identifies words that are important for you to understand. Watch for important words that are in bold print throughout the test information.

Unit Components

• Objectives—The objectives tell you specifically what you will be able to do after completing the unit.

• Springboard questions—The springboard questions cause you to think about why you need to use communication skills; specifically how you can learn from the media, use telephone services, prepare and deliver a speech, or properly conduct a meeting.

• Vocabulary—The vocabulary section gives you a list of key terms used throughout the unit that are important for the reader to be able to understand. Understanding the vocabulary will enable you to use the information presented throughout the unit.

• Readings—The text reading gives you some brief information that explains or defines the communication skill presented in the unit. The reading is intentionally brief but if you want more information you may ask your local librarian or your teacher for more resources.

• Student Activities—The student activities provide a learning activity that allows you to practice using some of the information or skills presented in the text reading.

• Conclusion—The conclusion at the end of each unit summarizes the information presented. It gives you an overall reason why the communication skill is important.

• Vocabulary activities—At the conclusion of each unit are two sample vocabulary activities. While these activities are brief and do not include using all the vocabulary information presented in the unit, they do give you an opportunity to utilize some of the terms and definitions provided.

Unit I

Learning from the Media

Introduction

In an ever-changing world, it is important to get current information about a variety of topics. You will use the mass media to get much information. Mass media includes television, radio, films, newspapers, magazines, and more. To use the mass media you need to learn to be very critical and question much of what you see, hear, and read. This unit will help you understand more about mass media and how you can learn from these sources.

Objectives

After studying this unit, you will be able to—

- determine the impact of the mass media on your life today
- critically view television news programs
- analyze periodicals
- use vertical files
- use the *Reader's Guide to Periodical Literature*
- identify and use the parts of a newspaper

Springboard Questions

- Why do you watch television?
- Do you watch the news on television?
- What newspapers do you read, and where do you get them?
- How do you think mass media will help you on the job in the future?

Vocabulary

To improve your knowledge of the mass media and better understand this unit, it will be helpful for you to know the meaning of these vocabulary terms and phrases. You will find that these terms are in bold print within the text of this unit. As you find these terms in your reading try to determine the meaning. If you need help with the definition, use a dictionary or ask your teacher for help.

accurate

analyze

artwork

blind advertisement

classified

columnists

comment

copyeditor

copywriting

credible

critical

display

documentary

drama

editor

editorial

electronic mass media

exaggerate

eyewitness

feature

follow-up question

format

general news

headline

Index

insight

interpretation

interviewer

issues

layout work

lead

mass media

medium

misinterpreting

name search

obituary

opinion

periodical

photo opportunity

print mass media

Reader's Guide to Periodical Literature

reenactment

selling

sensationalism

sources of information

spot stories

straight reporting

subject search

suspenseful

syndicated

tabloid

unbiased

vague

vertical file

want ads

The Media

There are many ways you can find out about the world around you. The amount of information available to you is increasing every day. Information in our daily lives is often presented through the mass media.

Mass media is a way of communicating to a large group of people. There are two general types of mass media—electronic and print media. **Print mass media** includes newspapers and magazines. **Electronic mass media** includes television, radio, and even films.

Mass media has already been a major part of your life. A good way to learn more about your use of the mass media is to answer some questions about yourself.

Student Activity—Media Survey

Complete the following questions about the role of mass media in your life.

1. List the number of each of the following in your home.
   a. Television sets
   b. VCRs
   c. Computers
   d. Magazines
   e. Newspapers
   f. Radios
   g. Books
2. How many hours each day do you watch television?
3. How many hours each day do you listen to the radio?
4. How often do you go to a movie?
5. How much time do you spend reading each day?
6. How often do you use a computer?

7. For each category, list your favorite.
   a. Movie

   b. TV show

   c. Radio station

   d. Book

   e. Magazine

   f. Newspaper

8. What is your main reason for doing each of the following?

   a. Watching TV

   b. Using a computer

   c. Listening to the radio

   d. Reading

   e. Going to a movie

9. Do you do any other activities when you watch TV (for example, eat, talk, do homework)? List some of them.

10. Where do you usually listen to the radio (home, car, other)?

Television News

There are many different types of news shows on television. You need to be an educated viewer so you can determine whether what you see and hear is news and facts or is really an opinion or entertainment. Getting appropriate information will make you a better citizen of your community.

When you view television news programs, you must use your eyes and your ears. You should look carefully at the pictures chosen by the producers of the show. Ask yourself whether these pictures truly match what is being said by the announcer. Do you think the pictures add **drama** to the news reporting? Remember, certain news items are more visual than others. A fire is more visually interesting than a meeting between two community leaders; however, the meeting may be more important for your daily life. For example, the meeting may be about the creation of a new jobs program in your town. The fire may have happened in another city.

Sometimes important people use the news for **photo opportunities**. The President of the United States often has a picture taken in front of the White House alongside a foreign leader. The mayor of a city may have a picture taken in front of a new shopping center in the area. Political candidates like to have pictures taken that show them in a positive situation.

You should carefully listen to the news. Listen to the choice of music. Is the music **suspenseful**? Listen to the tone of voice of the news announcer. Does the announcer use a straightforward approach or a more dramatic presentation? Does this change your view of the news?

The words used in news shows are of course very important. Words give you names of people, things, and facts in news events. They also link the past to the present and tell what is important. Words can be very powerful. Some ideas are best presented in words. For example, the word *freedom* has a very strong meaning. If a news show tried to present this word through pictures, it would take forever. They would have to include many pictures to express the meaning of *freedom*. Many times, it is easier for a news show to use words to express specific ideas rather than pictures.

Critical View of the Television News

When you watch news programs on television you should be asking yourself several questions about what you are viewing. Do not take everything you see at "face value". In other words, think carefully about what you are seeing. This type of careful questioning is called **critical** questioning.

Student Activity

While watching news programs on television, ask yourself the following questions.

1. What is the purpose of each of the shows?

   a. A summary of the day's events
   b. A **documentary** that expresses an opinion
   c. An entertainment show

   Explain your answers.

2. Do the shows present **reenactments** of the news? In other words, are actors used to tell the stories?

3. Are the **sources of information credible**, or believable? Why or why not?

4. In each of the stories, is the news **interviewer** asking meaningful questions? Justify your answer.

   Do the interviewers ask appropriate **follow-up questions** to get all the facts? Explain your answer.

5. Are the people presenting the information **eyewitnesses** to the events, or is the information presented by someone giving second-hand knowledge? Keep in mind that eyewitnesses may be excellent sources of information, or they may be too emotionally involved to give **accurate** information.

6. In the stories you selected, is the information presented mostly through words, pictures, or both? List an example of a story presented through words, one that is presented primarily by pictures, and one that is presented using both words and pictures.

7. Watch a news show for several days. Does the show tend to cover a same type of story all the time? Make some notes and explain your reaction.

BEST COPY AVAILABLE

Student Activity

For each of the following words describe examples of pictures that could be used to express the meaning of the term.

1. Crime

2. Patriotism

3. Scandal

4. Family

5. Friendship

6. Law and order

Student Activity

To help you understand different types of news coverage, it is useful to compare news shows. Watch two presentations of the news on the same day, and compare the two news shows. (If you have a VCR available, record the shows.) Compare the coverage by answering the following questions.

1. What were the most important stories on each show? Which story was presented first on each show?

2. How much time was given to the most important stories?

3. Which show seemed to have more complete coverage of the important stories? Include information about any similarities you noted.

4. Did one news show use more pictures than the other? Explain your answer.

5. Write a comparison paragraph explaining the differences you noticed between the two shows.

Periodicals

Periodicals are magazines and journals that include short articles on specific topics. The information is usually up-to-date. Periodicals are published on a regular schedule—usually daily, weekly, monthly, or quarterly.

Most periodicals are written for a specific audience. They may be written for mostly male or female readers. They may be written with a political group or a particular trade group in mind. There are literally hundreds of periodicals available that can be fun and interesting to read.

Student Activity

Select a periodical to read, and answer these questions using the periodical.

1. What is the title of the periodical you selected?

2. What is the date of issue?

3. How many pages does it contain?

4. What company published the periodical?

5. Answer the following questions about the format of the periodical.

   a. Is there an index, table of contents, or other special organizational feature?

   b. Are the pictures and drawings in black and white or in color?

   c. What is the length of most of the articles?

   d. How many articles are included in this issue of the periodical?

   e. How many advertisements are presented?

6. Choose an article that is at least two pages long. Read the article and answer the following questions.

   a. Who is the author?

   b. What is the main topic of the article?

   c. Briefly summarize the article.

7. Compare three advertisements. Answer the following questions for each ad.

   a. What products are being advertised?

   b. What are the products' uses?

   c. What type of person would likely use the product? (Identify by age, sex, employment, or hobbies.)

8. Select a popular periodical and carefully examine the cover, contents, format, and advertisements. Describe what the readership of the periodical would likely be. Include ideas about age, occupation, hobbies, working conditions, sex, and other important details.

Vertical File

A **vertical file** is a collection of news articles, magazine articles, pictures, pamphlets, and other material that is short in length. The materials are usually kept in some type of file folder. Each subject has a separate file folder. The folders are arranged in alphabetical order.

The vertical file is a good source of up-to-date information. Most libraries keep an up-to-date vertical file in a cabinet located in the reference section.

Student Activity

Complete the following worksheet.

1. Go to a local library or your school library and find out whether it has a vertical file. Write down three topics you found in the file.

   a.

   b

   c.

2. Organize a vertical file for your classroom. Have classmates bring in any articles that interest them. Then group the articles according to subject, and put them in a file folder. Maintain the vertical file throughout the school year.

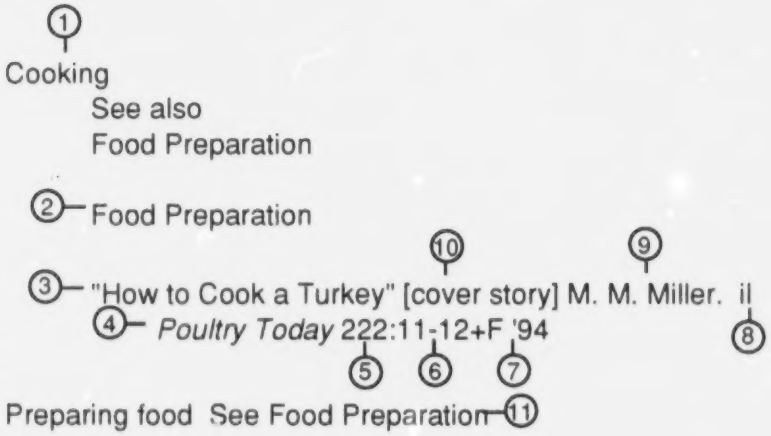
Reader's Guide to Periodical Literature

The ***Reader's Guide to Periodical Literature*** can be found in your library or media center. This guide can be used to locate various magazine and journal articles about the subject you need to research. Your librarian or media specialist will be glad to show you how to use this guide correctly and efficiently.

This guide is arranged alphabetically by subject and author entries. A subject beginning with a number will appear before the alphabetized entries. There may be additional subheadings listed under each heading; you can search these sub headings for additional information.

Book reviews can be found at the back of the index, following all alphabetical entries. The following information will provide examples of what information is presented in an entry.

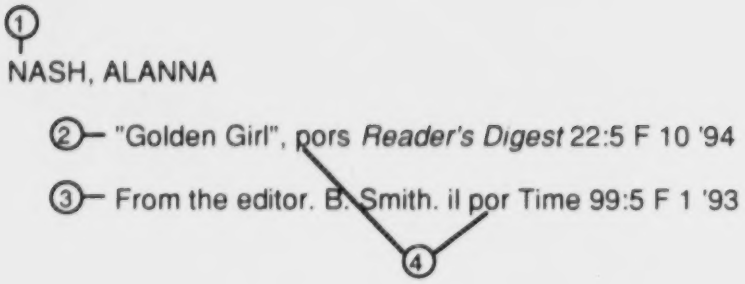
Subject Search



Key

1. "See also" reference leads you to more choices
2. Subject heading
3. Title of article
4. Name of magazine
5. Volume number of magazine
6. Page(s) where article is located
7. Magazine date
8. Indicates that illustrations appear in the article
9. Author
10. Title enhancement (clarifies)
11. See reference - provides subject heading for this subject

Name Search



Key
1. Author entry
2. Article by Alanna Nash (author)
3. Article about Alanna Nash (subject)
4. Portraits included

Student Activity

Complete the following worksheet.

1. Copy an entry from a periodical guide and identify each element of the entry.

2. Use the *Reader's Guide to Periodical Literature* to locate entries on the following topics. Note their location.

   Swimming

   Brooks, Garth

   Aerosmith

   Kentucky

   Navajo Indians

   Detroit Lions

Spitz, Mark

College entrance examinations

Weather

Child abuse

3. Write a short explanation of why using the *Reader's Guide to Periodical Literature* can be an efficient way to obtain information.

Newspapers

The newspaper represents many things to many people. To some, it is a history book being written each day. To others, it provides information that enables them to form their own **opinions** . Still others rely on the newspaper for entertainment. But to all, the newspaper offers service.

The goal of any newspaper is to publish happenings as soon after they happen as possible. The informative stories can be either ***spot stories*** or **features** dealing with items of human interest.

Reading the daily newspaper allows you to improve your reading and vocabulary skills in addition to staying current with local, state, and national news issues. We are fortunate to have such a nationwide news media system.

BEST COPY AVAILABLE

Newspaper Format

Most daily newspapers contain almost as many words as a book, but no one wants to read an entire book every day just to keep up with the news. Very few people have the time or desire to read the entire daily newspaper, word-for-word, cover-to-cover. That is why newspaper **format** is organized and stories are written in such a way that information can be found quickly and read easily.

General news is usually spread throughout the newspaper, with the top stories of the day started on the front page and continued on some inside pages. The more important stories may be listed in the **index** on the front page. The index may also list the location of the **editorial** page, business section, sports section, society pages, **obituaries**, radio and television schedules, theater pages, comic section, or other specific sections.

In order to understand the news quickly without reading every word, newspaper stories are written so that the basic information is found in the **headline** and **lead** (pronounced leed). The headline is what catches the reader's eye and interest by what it says, its size, and its position in relation to the rest of the story. People called **copyeditors** write the headlines. You can tell how important the copyeditors believe the story to be by how large the letters are in the headline and by where the **editor** chooses to place the story on the page.

The lead paragraph is the first paragraph of a news story. This paragraph answers the five Ws of writing. The five Ws are *who, what why, when, and where.*

Student Activity

Following is the first paragraph of a newspaper story. Pick out the five Ws in the lead paragraph and fill in the blanks below.

Children Safe After Fire Damages Home

. Two children escaped unharmed this morning when their home at 65 State St. caught fire. Lee and Pat Michaels, ages 3 and 5, are believed to have started the fire by playing with matches in the kitchen of the home.

Who:

What:

Why:

When:

Where:

Student Activity

Complete the following worksheet.

1. Locate and cut out a major front-page story from a local newspaper. Underline the five Ws in the story. (Attach it to this page.)

2. Locate and cut out a photograph from a news story. On the basis of the photograph, ask your classmates what the accompanying story might be, or write your own story. (Attach it to this page.)

3. Choose a historical event and write a headline for that event.

4. Identify five newsworthy happenings that will likely appear in today's newspaper, or write three short news stories. Write headlines for the stories which might actually appear in a newspaper.

   a.

   b.

   c.

   d.

   e.

5. List the advantages and disadvantages of publishing a newspaper weekly rather than daily.

   Advantages

   Disadvantages

Newspaper Sensationalism

While there are many factual and **accurate** newspapers in our country, the saying, "Don't believe everything you read," still holds true in some cases. There are some newspapers, most notably supermarket **tabloids**, that tend to **exaggerate** stories or do not give the entire account of a particular incident. This is referred to as **sensationalism**. This kind of reporting is usually done to attract attention to a particular person (many times a celebrity or political figure) or place. Oftentimes, the headlines of these sensational stories may be misleading. For example, read the following headline and story.

IFOs Plague French Town

Villagers in the tiny town of Beurresur-Pain, 10 miles south of Lyons, France, have been losing sleep over the appearance of flying objects with flashing lights that have filled their sky in the last few months.

"They make a noise like a loud vacuum cleaner or a freight train, a kind of roar," said Armand Connier, the local police chief. "They are not very fast and usually go in a straight line."

The IFOs, or Identified Flying Objects, are commercial jets headed to and from the new airport outside of Lyons. "It is true these jets are very noisy, but we are not as upset as we would be if they were spaceships from another planet," explained Pierre Crown, the town's baker.

The word *plagued* in the above headline suggests trouble or torment, which in this story is not the case. As you have read, the story reveals the IFOs sighted were nothing more than commercial jets—nothing of which to be afraid, as the headline suggests. To avoid **misinterpreting** a news story, it is important to read the *entire* story.

Student Activity

Complete the following worksheet. .

1. Go through a newspaper and identify three articles for which the headlines are misleading. (Attach them to this page.)

2. For the articles you identified, write headlines that you feel better represent the stories.

   a.

   b.

   c.

3. Are all stories about famous actors/actresses or political figures always examples of sensationalism? Explain your answer.

4. Interview a news reporter about his or her job and the importance of fair and **unbiased** reporting; or invite a news reporter to speak to your class.

Front Pages

The front pages of a newspaper contain many types of stories: *world news, national news, state news,* and *local news stories.* In addition, there is usually a *human interest story*, that is, a happy or sad tale to which most everyone can relate. Other front-page items might include an index, a weather blurb, a joke such as "Today's Chuckle," or a gesture such as the popular "Love is. . . . "

Student Activity

Complete the following worksheet.

1. For one week, follow a topic in the newspaper that is of international importance. Cut out each news story dealing with the topic you have chosen. Is more and more space or less and less space given to the topic as time goes on? (Attach the articles to this page.)

   How does the allotted space relate to the importance of the news story?

   Is the news story printed on the front page or another page?

2. Find the front page headline that was on your local newspaper on the day you were born. (Many libraries keep copies of past newspapers on file or stored on microfilm.) What was the main issue of the top story for that day?

3. Using today's newspaper, read and cut out an international story, a national story, a local story, and a human interest story. Label each story. (Attach them to this page.)

4. Write a short human interest story about someone you know.

Editorials and Columns

In news reporting, just giving the facts, in many cases, is not enough. Many readers want an **insight** into the meaning of the news and how it affects their lives or, oftentimes, their community or state. So, in addition to **straight reporting**, newspapers **comment** on and **analyze** important **issues**. This is called **interpretation**.

The most common method used for this comment and analysis is called an **editorial**. Editorials express opinions and represent the newspaper's views on important local, national, and international issues. **Columnists** also express opinions. If you strongly agree or disagree with an editorial or columnist, most newspapers have a column *Letters to the Editor,* in which you can express your view. Letters to the editor must be signed in order to be printed.

Remember, views and opinions presented in editorials and columns consist of just that—views and opinions. Another newspaper, either next door or across the nation, may have political loyalties, opinions, or interpretations different from those found in your newspaper.

The wide variety of columns provides many specific services and types of information for readers, including advice on child care, etiquette, fashion, recipes, and many other topics. Many columnists are **syndicated**, meaning they sell the same column to newspapers all over the country every day. "Dear Abby," "Andy Rooney," and various comic strips are examples of syndicated columns.

Student Activity

Complete the following worksheet.

1. Locate and list all the syndicated articles on the editorial page of a local newspaper.

2. Look closely at one or two editorials. Does their content reveal logic, background knowledge on the subject, or perhaps some new insight? Explain your answer.

3. Does the section "Letters to the Editor" reveal an attempt to balance the editor's ideas on an issue with opposing views on the same issue? Explain your answer.

4. There are other types of editorials besides the ones consisting of printed words. Locate and cut out two different types of editorials. (Attach the editorials to this page.)

5. Write a letter to the editor of your local newspaper on a topic that interests you. *Be sure your teacher approves the letter before mailing.* (Attach a copy to this page.)

Display and Classified Advertisements

Advertising is extremely important to the life of a newspaper because it is responsible for absorbing the cost of publishing the newspaper. Therefore, the two types of advertisements—display and classified—are bóth essential to the continued survival of a newspaper. Advertising departments at newspapers sell advertising to both businesses and individuals.

Display advertisements usually use stylish type, pictures, and colored ink. Display advertising calls for specialists in **selling, copywriting, layout work,** *and* **artwork.** It is the responsibility of these specialists to make the display attractive and appealing so readers will take notice and possibly want to buy the product or service being sold.

Classified advertising is a separate section of the newspaper that provides an advertising **medium** for individuals and for businesses. Advertisements are classified, or grouped by classification, according to a particular type of merchandise or service being offered. These ads are sometimes referred to as ***want ads.*** Most large classified advertisement sections have an index at the beginning of the ads in order to make the particular item or service in which you are interested easier to find. The classified section is often a good place to find a used car, property for sale, baby-sitting service, or many other items or services.

Also listed in the classified section are various types of jobs available in the community. Many of these advertisements clearly state what employment is being offered. An advertisement that tries to lure you in for an interview by presenting **vague** or insufficient information is referred to as a **blind ad**.

This is a real party!
For a friendly, relaxing place where you can pull the tables together... Enjoy with the Buffalo at bw-4's restaurant!
9 999 Chip Dr.
444-bw-4's
99¢
1/4 lb. Wackburger w/purchase of Chips & Drink
Valid only with coupon. Not valid with other specials
Buffalo's Wacky Wild Wing World

Student Activity

Complete the following worksheet.

1. Explain the differences between classified and display advertisements.

2. Locate and cut out two examples of display advertising. (Attach them to this page.)

3. Find something advertised in the newspaper that you would like to buy. Did the ad influence your decision? Explain your answer.

4. Locate and cut out a classified advertisement for a used car, a piece of used furniture, and a home that is for sale. (Attach them to this page.)

5. Prepare a classified advertisement for something you own. What important details should you include?

6. Locate and cut out two **blind advertisements**. (Attach them to this page.)

7. Write a letter answering a job advertisement. (Attach it to this page.)

8. Some advertising may be false or misleading. Can you find any examples of false or misleading advertising? If so, cut out these advertisements. (Attach them to this page.)

Conclusion

You will have the opportunity to use the mass media more and more as you continue through life. It is important that you always have an open mind about what you see and read, and that you always use critical thinking skills to evaluate what is presented by the mass media. It is important for you to realize when an article or broadcast reflects the author's opinion and when it is based on the facts.

You also need to become familiar with how and why advertisements are written. They often are directed toward persuading the consumer just to purchase an item. You need to learn to critically analyze what you are reading and to identify what is the true meaning or intent of an article or an advertisement.

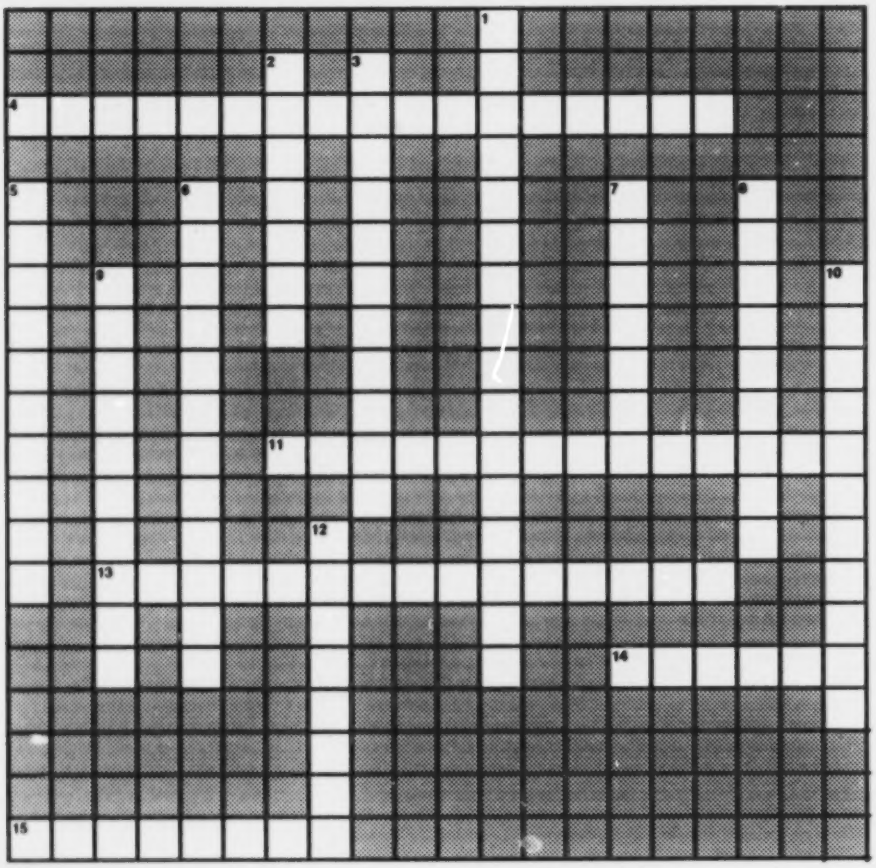
Questions for further thought . . . . .

Does the media have a responsibility to protect a person's reputation?

Why is the free press so important to the American way of life?

How do you think the media may change in the future?

Crossword Puzzle - Learning from the Media



Across clues

4. News stories that are sold to newspapers all over the country (two words)
11. Exaggerated stories that attract attention
13. To watch the news and analyze what information is presented and how it is presented (two words)
14. The person who selects, writes, and arranges news stories
15. Believable

Down clues

1. Pictures taken for the news to show someone in a positive situation (two words)
2. Newspaper that tends to exaggerate stories or does not tell the entire account of an incident
3. News stories presented by actors and actresses
5. A person who sees an event as it happens
6. A collection of news or magazine articles, pictures, pamphlets, and other short material (two words)
7. What one believes about a topic or issue
8. Article that expresses opinions.
9. Magazine or journal
10. A news story that presents information and gives an opinion
12. Free from mistakes and errors

Word Search

Circle the words from this unit.

Y X W L V T S Q P R L U I O P H C A G F
D K M A E J D N B Z L M O N S H Q W V T
J Z X I E F G O B I C K O H S D O R Y P
C A O R Y T Z Q C R W V P E S N L T J K
I F D O B C A M I U U E N X R Z G D O E
C B A T P I K T M L M S N S Q W V T J Z
X R G I G U I H R Y A E P U P T V W Y S
H Z E D F C A R B T N J N E I L C A G D
K O Q E A X P C I M E E R T W K T S Z N
H V L L N G U O C L Q I Y P A S R J Q R
D B I C O A N A B U O X E Q S R C S V G
N E G I G A C I G D R O Y E W U Y E P F
Z V Y X L M D T I K P A N D T R R Q L R
S F C I B E M C M I O T T A L T H J W O
S R S P R N A E N E I K B E I Y R D T T
L M Q C V L A I Y W N L W C K O T S Z I
H V L G Q Y O P E R O T A U T J F D A D
M O C X B N E Y F I Z L X I J W N P T E
S U M M E R E Q D V U L D. H K Y Y X W V
S Y N D I C A T E D T E S Q P R L O I O

Word list

PHOTO
REENACTMENT
ACCURATE
OPINION
SENSATIONALISM
CRITICAL
CREDIBLE
PERIODICAL
EDITOR
EDITORIAL
DOCUMENTARY
EYEWITNESS
VERTICAL
TABLOID
SYNDICATED

Unit II

Using the Telephone

Introduction

Since its invention in 1876 by Alexander Graham Bell, the telephone has become one of the most useful communication tools for both personal and business use. As individuals, we use the telephone for many reasons—to inquire about something, to conduct business transactions, or just to stay in touch with family or friends.

As business persons, we may use the telephone to attract new customers, inform others of our business products or services, or to inquire about information that might be helpful to our businesses' operation. Many people rely heavily on the use of the telephone. If used effectively, it can save time, money, and energy.

Objectives

After studying this unit, you will be able to—

- use a telephone directory to find information
- identify abbreviations used in a telephone directory
- place a telephone call
- receive a telephone call
- leave a message on an answering machine
- use a variety of phone options
- conduct fax transactions
- use voice mail

Springboard Questions

- Have you ever placed a long-distance telephone call?
- Do you or any of your friends have an answering machine?
- What are the main reasons you use the telephone?
- Why are your telephone skills important to your employer?

Vocabulary

To improve your telephone skills and better understand this unit, it will be helpful for you to know the meaning of these vocabulary terms and phrases. You will find that these terms are in bold print within the text of this unit. As you find these terms in your reading try to determine the meaning. If you need help with the definition, use a dictionary or ask your teacher for help.

answering machine

blue pages

collect call

community service organization

consumer

credit card call

cross reference

direct dial

direct-dial call

fax machine (facsimile)

impression

person-to-person call

procedure

station-to-station call

tactful

telephone directory

third-number calling

toll charge

voice mail

white pages

yellow pages

Using the Telephone Directory

The **telephone directory**, often referred to as *the phone book*, is a reference book. In it you will find a variety of information, including phone numbers, names, and addresses of people and companies; information about a company's products and/or services; local phone rates; and dialing **procedures**. The directory, might also be used to check the spelling of names or to find a ZIP code.

In order to make good use of your directory, you first must know what it contains. Keep in mind that not every telephone directory in every city is identical. For example, in many larger cities, the yellow pages may be bound in a separate book. However, directories usually contain:

- Introductory pages
- White pages
- Yellow pages

Introductory Pages

The introductory pages of the phone book contain a great deal of information. In this section, you may find the telephone numbers of **community service organizations** such as the Board of Elections or the Better Business Bureau. Also listed in this section are special telephone services available from the telephone company and the numbers to call when repairs to telephone equipment are needed.

If you have questions about your bill or responsibilities as a **consumer**, the introductory pages will be helpful. They also will be of assistance when you need emergency numbers, information concerning rates, or information about areas you can call without paying a **toll charge**.

White Pages

The **white pages** of your telephone directory contain residence, business, and professional organization listings. Names of business and organizations are listed alphabetically; names of individuals are listed alphabetically by last name. In larger cities, names of individuals and names of businesses may be listed in separate sections of the white pages. Following is an example of an alphabetical listing.

Bannon, Alexander A.
Benson's Automotive Repairs
Burns, Katherine J.
Burr, Eric D.

The following list shows other useful information found in the white pages.

• Indented listings show alternate numbers (e.g., for office and residence). For example:

Householder, Pat M.
ofc 21 Robin Rd. 333-3939
res 374 Oak Ln. 335-4837

• Identical names are listed in alphabetical order according to the street names. For example:

Jones, Robin S. 77 Main
Jones, Robin S. 18 Ridpath

• Some reference listings will show alternate spellings. For example:

Moomaw also see Mumma
Ochs also see Oaks, Oakes
Allen also see Alan, Allan, Allyn

• Likewise, some reference listings may indicate that a business is listed under another name. For example:

Simon Realty - See Modern Real Estate

• Local, state, and national government offices are listed alphabetically under the name of the government organization. For example:

(National)
U.S. Government
Agriculture, Dept. of
Post Office
Selective Service
Social Security
U.S. Army Reserves

(State)
Ohio, State of
Div. of Safety
Div. of Wildlife
Drivers License Examination Station

(Local)
Miami County Officers or Miami, County of
Court House (or General Offices)
Agricultural Extension Service
Air Pollution Control
County Garage
Health Dept.
Humane Society

In some larger cities, the government offices may be listed in a separate section of the directory, usually on **blue pages**.

Yellow Pages

When you are looking for a specific type of business or service, but you do not know the exact name of one, use the yellow pages. The **yellow pages** section contains the names of businesses and individuals listed according to product or service classifications. Listings are in alphabetical order. Some companies may purchase advertisements as well as listings. Business persons feel this type of advertising often helps to increase their business.

Some tips for using the yellow pages

- Classification helps you to locate the type of business or service for which you are looking. Learn to scan the titles associated with the topic. For example:

  Automobile Air Conditioning Equipment
  Automobile Body Repairing and Painting
  Automobile Dealers—New Cars
  Automobile Dealers—Used Cars

• If you are looking for a specific brand of product, look for the distributor of the brand under the classification. For example:

Automobile Dealers-New Cars (*Classification*)
Cadillac Sales & Service (*Brand*)
    Acme Cadillac Sales (*Distributor*)
Chevrolet Authorized Sales & Service
    Parkway Chevrolet Sales
    Rogers Chevrolet, Inc.
    Thompson Chevrolet Dealer

•Advertisements give additional information. They may contain pictures and/or details about the product or service, hours the business is open, location of the business, phone and fax numbers, and other pertinent information.

•**Cross references** show other headings for listing a product or service. For example:

Camping Trailers - see Trailers, Camping, & Travel
Hair Pieces & Wigs - see Wigs and Toupees

Abbreviations

Most telephone companies find that it is necessary to use abbreviations in order to save space in the telephone directory. Therefore, to use the directory effectively, it is important to understand these abbreviations. Some common abbreviations include Twp for township; Dr for drive, Hwy for highway, and many others.

• Yellow pages usually contain an index which helps you find the proper heading quickly. For example:

Amusement
    Devices page 6
    Places page 7

Student Activity

Using the local telephone directory as a reference, complete the following items, (questions, statements, or situations) using information found in the introductory pages.

1. Write the telephone number of your fire department.

2. You suspect that a neighbor's home is being robbed. If you cannot locate your telephone directory, how can you reach the police department?

3. It is Sunday afternoon and the extension telephone in your kitchen will not work. What number should you call to report an out-of-order phone?

4. What other towns or communities can you call from your telephone without paying a toll charge?

5. Name the nearest place where you could go to pay your telephone bill.

6. Write the address where you may mail a check to pay your telephone bill.

7. How much will it cost to make a **direct-dial call** from Columbus, Ohio, to Chicago, Illinois, and talk for three minutes at 8:00 p.m. on a Wednesday?

8. How can you get the telephone number for a friend who lives out of town?

9. While making a direct-dial call, you reach a wrong number. How can you avoid being charged for the call?

10. What does it mean when a number is unlisted?

11. ZIP codes are often found in the telephone directory. Find this section in your phone book and list the page numbers?

12. Put the following names in alphabetical order, as they would be listed in the telephone directory.

NELSON, Steven	1617 Maize
REEB, Denise	110 E. Norwich
CORSO, David	406 Madison
REIDER, Jason	89 Flowers
CORDER, Ellen	117 Sycamore
BOLING, Jan	4116 S. Lane

a. _____

b. _____

c. _____

d. _____

e _____

f. _____

Student Activity

Below are some abbreviations that may be used as part of the address for a business or individual. Look at the abbreviations listed in the left column and try to find the word for which it stands in the right column. Place the correct letter from the right column in the appropriate blank in the left column. The first one is done for you.

	Abbreviations	Words
Ex.	1. __I__ Apt	A. Building
	2. _____ Bg	B. Drive
	3. _____ Ln	C. Court
	4. _____ St	D. Street
	5. _____ Av	E. Pike
	6. _____ Dr	F. Shopping Center
	7. _____ Pkwy	G. Avenue
	8. _____ SE	H. Lane
	9. _____ Twp	I. Apartment
	10. _____ Ct	J. Southeast
	11. _____ Hwy	K. Parkway
	12. _____ Pke	L. Highway
	13. _____ Rd	M. Place
	14. _____ Pl	N. Road
	15. _____ Shp Cntr	O. Township
	16. _____ Sq	P. Square

Student Activity

Match each abbreviation in the left-hand column with the word for which it stands in the right-hand column. The first one is done for you. These abbreviations are commonly used to reference occupations or titles of jobs, and titles of services or businesses.

	Abbreviations	Words
Ex.	1. ___B___ res	A. Office
	2. _____ plmbg	B. Residence
	3. _____ bldr	C. Hospital
	4. _____ atty	D. Plumbing
	5. _____ ins	E. Bureau
	6. _____ agcy	F. Attorney
	7. _____ co	G. Division
	8. _____ bur	H. Builder
	9. _____ div.	I. Contractor
	10. _____ contr	J. Repair service
	11. _____ corp	K. Association
	12. _____ elec	L. Insurance
	13. _____ equpmnt	M. Telephone answering service
	14. _____ assn	N. Industrial
	15. _____ repr serv	O. Electrical
	16. _____ dept	P. Agency
	17. _____ indstrl	Q. Company
	18. _____ hdqtrs	R. Equipment
	19. _____ teleph answrng serv	S. Headquarters
	20. _____ ofc	T. Department
	21. _____ hosp	U. Corporation

Placing a Call

In order to make a business call successfully, use a minimum amount of time, and avoid embarrassment for you and/or your employer, you should plan the call in advance. Know whom you want to talk with, what you want to talk about, and what you hope to accomplish during the conversation.

Consider the following suggestions when making a call.

1. Plan your call in advance to save time and callbacks.

   . Have a pencil and paper ready for taking notes.
   . Check to make sure you have the correct telephone number before you dial.
   • Keep handy a list of frequently called numbers.
   . When placing an order, jot down the information (e.g., item numbers., sizes, color, addresses, names, dates, and other pertinent information.

2. Dial (or push buttons) carefully.

   • Listen for the dial tone before dialing.
   • Use the index finger for dialing (or pushing buttons), and make sure you let the dial spin back to its original position before dialing the next number.
   • When making a series of calls, make sure the line is clear between calls.

3. Time the call carefully.

   • Call at a time when the person you are calling is most likely to be available and receptive.
   • Keep time differences in mind when calling long distance.

4. Place the call yourself, when possible.

   • Allow the person being called plenty of time to answer. One minute equals about 10 rings.
   • Be ready to talk immediately.
   • If calling back in response to a message, make that clear to the person answering.

5. Identify yourself and state with whom you wish to speak.

   • State your business clearly and concisely without waiting to be asked.
   • Do not play pranks to try to fool the person answering. It is rude, illegal, and generally unsuccessful.

6. Be sure to be polite

   • When talking to someone always be polite and businesslike.
   • If you need to leave a message speak clearly and politely.

7. If you have to leave a message—

   - Dictate the message slowly and distinctly.
   - Tell when and where you can be reached.
   - Ask to have the message read back to ensure its accuracy.
   - Be sure you are available when the call is returned.
   - If your message is left on an answering machine speak slowly, distinctly, and politely.

8. End the call promptly.

   - The caller should be the one to say "good-bye" to end the call.
   - Replace the receiver promptly and securely.

Long-Distance Calls

Long-distance calls are numbers called outside the local calling area. These numbers are not usually listed in the white, alphabetical pages of your local telephone directory. To locate a telephone number not listed in your directory, consult the introductory pages of the phone book under *Directory Assistance*. Follow the procedure given.

There is a charge for long-distance calls. Check the introductory pages of your directory for rates. When placing a call, there are ways to save money. For example, if you wait to make a call after 11 p.m. or on weekends, you may find the rates are less expensive. It is not always possible, however, to wait until a certain hour to make a call. This is especially true for the business person who works a daily schedule from 8 a.m. to 5 p.m. The estimated cost of a call may be found in the introductory pages of your directory.

Unlike local calls, there are several ways to reach an individual or business by calling long-distance: station-to-station calling and person-to-person calling. Operator-assisted calls—person-to-person, collect, credit card, third-number— cost more than direct dialing.

When you make a **station to station call**, you are agreeing to pay for the call to the correct number regardless of who answers—even if it is not the person with whom you wished to speak. Station-to-station calls can be placed through the operator or, more usually are placed by the caller directly using direct dialing. **Direct dialing** is the least expensive way to make a long-distance call. You pay for only the minutes you talk. To place a **direct-dial call** within your area code, dial 1 plus the telephone number. To place a direct-dial call outside your area code, dial 1 plus the area code, then the telephone number.

A **person-to-person call** is usually the most expensive type of long-distance call because you pay for operator assistance as well as for the minutes talked. This method is used when you want to reach a particular person. To make this type of call within your area code, dial 0 plus the telephone number. To make this type of call outside your area code, dial 0 plus the area code plus the telephone number. After dialing, the operator will come on the line to assist you. Tell the operator the name of

the person with whom you wish to speak. Once that person has answered, the operator will leave the line. If that person is not available, there is no charge for the call.

Collect calls also are placed through the operator. Once you have dialed the call (O plus), tell the operator that you wish to call collect and give the operator the name of the person to whom you wish to speak. Once the person you wish to talk to has answered, the operator will ask if the person will accept the collect call and then leave the line. If that person is not available, there is no charge for the call.

Credit card calls are also placed through the operator from any telephone or by inserting a calling card in special phone equipment. The call is then billed to the telephone number to which the credit card is issued. The card has a code number. A telephone credit card can be obtained through your local telephone business office. Also, be aware of advertisements that tell of other ways to obtain a telephone credit card.

It is possible to have long-distance charges billed to a third-party telephone number. This is called **third-number calling**. To do this, dial the call (O plus) and when the operator answers, state that you would like the call charged to a third number. Give the operator the telephone number, including the area code. The operator will ask your name and verify the number before placing your call. You might want to use this method to make a long-distance call from a friend's house and have it billed to your home phone, for example.

Answering Machines

If the person you are calling is unavailable to take your call, you may hear a message recorded on an **answering machine.** You can leave a message on the recorder. Be sure to wait for the beeps before talking and to leave any information asked for on the machine. Always include your name, telephone number, and a time when you can be reached. Remember, be polite and speak slowly and distinctly.

Utilizing Phone Options

Nowadays, your call may be answered electronically, and a recording will explain what to do to reach a particular party or department or to obtain particular information. If this should occur, follow the directions step by step, and keep the following tips in mind.

- You must use a touch-tone phone rather than a rotary phone to utilize the options.
- Be sure to have paper and pencil handy for instructions.
- Know all the buttons on your telephone (# [pound] key, * [star or splat] key).
- Listen to the entire message before touching the buttons.

Fax Machine

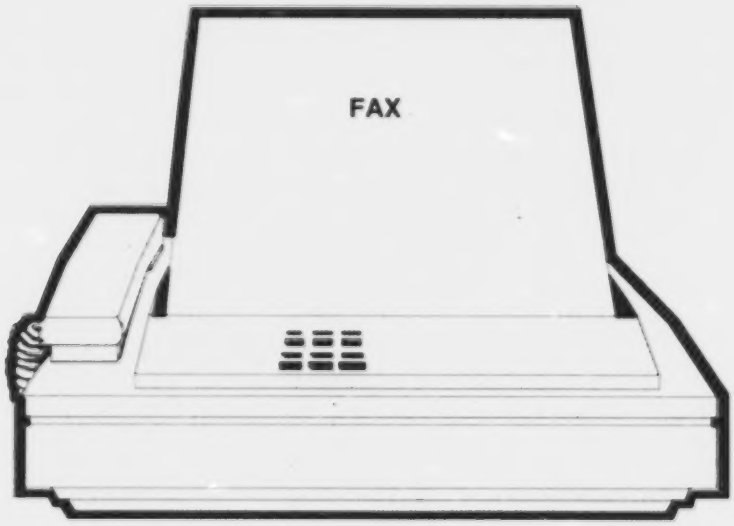
A **fax machine** is used to send written material to another person by using the telephone line. (The term fax stands for *facsimile*.) If your place of employment has a fax machine, be sure to ask for specific directions before using it.

All fax machines work in a similar way. You dial the phone number, wait for a high-pitched tone, insert the paper with the message to be sent, and then hang up the receiver. The machine will indicate when the transmission is complete. Remember, the person receiving the information must have a fax machine and usually will have a special phone number just for the fax machine so that fax transmissions do not tie up the regular phone line.

You may also receive information on a fax machine from a party who has access to a fax machine. When the machine is turned on and you are receiving a message, you will see paper coming out of the machine. This contains the information being sent. It is important to wait until each page of the fax message is complete before removing it. The information may be more than one page in length. Usually a fax copy will indicate the length of the message on the top of the first page.

Voice Mail

Voice mail is used by business people who are unable to answer the telephone immediately. It is a type of answering service. If you call someone and hear a recorded message, be sure to listen carefully to all instructions. Leave the information asked for on the message. Be sure to include at least your name and telephone number. In addition, you may wish to indicate the date, time, and purpose of your call.



Student Activity

Each of the following activities should be practiced in a simulation or role-play setting. They can also be videotaped or audio taped for review by the individuals or an entire class.

1. Select three advertisements for jobs from the classified section of your local newspaper.

   a. Using two telephones (unplugged), choose a classmate to role-play the employer or personnel director, and call him or her for information about the jobs.
   b. Using your teacher's telephone, call about one of the jobs (this can be an actual call). Get the necessary information about the job. Make notes and report your findings to the class.

2. Using a tape recorder and working with a partner, choose a topic from the list of practice calls suggested below. Plan a call and role-play the call on a practice telephone. Tape-record the conversation. Play the recording and discuss it.

   a. Call a movie theater for information about a film's starting time.
   b. Call a beauty shop or barber shop for an appointment.
   c. Call a parts supply store or office supply store and place an order.

3. Using your local telephone directory, locate the instructions for making a person-to-person call. Write them below.

4. You will need two other students for this role-play. Chose the role you will each play: one caller, one receiver, and one operator, and role-play a call to Mr. Joe Jones at the Shell Oil Company office in New York City to report that your credit card has been stolen. Plan the call first on paper. Make notations in the space provided.

5. You will need two other students for this role-play. Chose the role you will each play: one caller, one receiver, and one operator, and role-play a call to a restaurant to make reservations for dinner for two for Friday evening. You know the name of the restaurant, but you do not know the phone number. What should you do first? Make notations in the space provided.

Answering the Telephone

As soon as you answer the telephone, the person on the other end of the line forms an **impression** of you as an individual and of the company or business you represent. As an employee, how you handle each call can affect the goodwill felt toward the employer and business you represent. Therefore, when answering the telephone at home or on the job, keep the following points in mind.

Answer promptly—on the first ring, if possible.
- This shows you are alert and efficient and prevents disturbing others around you.
- Do not put the caller off by saying, "just a minute, please," as if you have more important things to do.

Identify yourself at once.
- Give your name and department or title.
- Repeat the caller's name distinctly and use it frequently to make the call more personal.
- If answering for a business or for someone else, give that name first, then yours. For example: "Frank's Restaurant, Pat Williams speaking" or "Tony King's office, Pat Williams speaking."

Speak distinctly.
- Do not shout, but speak clearly and in a normal tone.
- Talk directly into the receiver.
- Do not try to type or handle other work that might cause noise and be distracting to the caller.

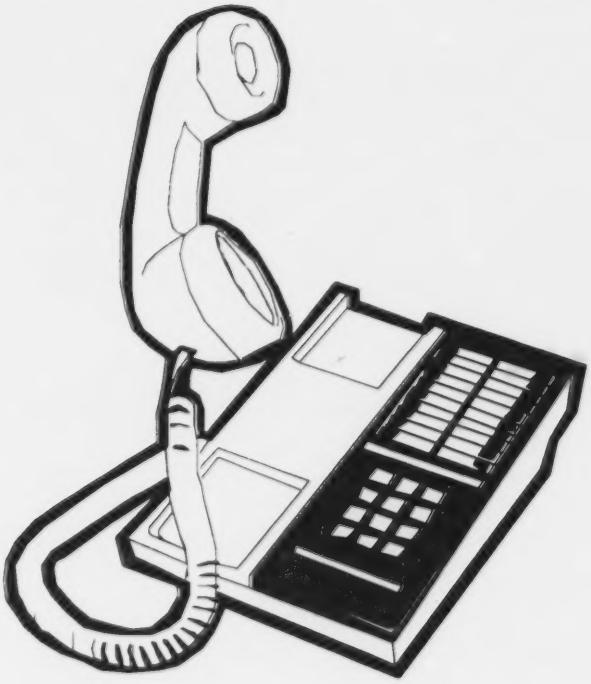
Be as helpful as you can.
- Give the caller as much information as you legitimately can.
- If you have to get information, offer to return the call rather than have the caller wait.
- If you do find it necessary to leave the line, when you return thank the caller for waiting.

If you cannot be of help, refer the caller to someone who can.
- Explain to the caller that you do not have the information being requested.
- Give the caller the name and telephone number of the person who can be of help.

Close the call courteously.
- The caller should end the conversation.
- Hang up the receiver gently and securely.

Transferring Phone Calls

Many phones have transfer options so that a call can be directed to another person. Be sure you read the directions or have someone demonstrate how to transfer calls. Ask about transfer options when you are introduced to a new phone system if the information is not offered. Always be polite, courteous, and professional when answering the telephone; you may not have an opportunity to make a second impression.



Taking Messages

Whether it is a part of your job or you are at home, answering the telephone and taking messages can seldom be avoided. In addition to giving information to callers, you also must know how to record messages left by the caller. To take accurate messages, you must be a good listener, ask the right questions, and get the important details. Do not give confidential information over the telephone unless you have been told to do so. Also, be sure the information you give is accurate. Wrong information is as bad as no information. It also can give you and/or your employer or business an unfavorable reputation.

If the caller wishes to leave a message, be **tactful** in asking for the caller's name and for the message. You may say, "May I ask who is calling?" or "May I take a message?" Then, accurately record the message.

Tips when answering the telephone for another person

- Identify yourself in a polite manner.
- Give what information you can to the caller, but be discreet.

Tips for recording a written message

- Record the name of the caller and the person for whom he or she called.
- Record the company name and phone number, including the area code. You may also wish to take the caller's company address.
- Ask the caller to spell unfamiliar names.
- Record what the caller wants and what action the caller expects to be taken.
- Repeat the information to the caller to ensure that all details are correct.
- Record the date and the time you took the call.
- Sign your name or initials to the message.

Student Activity

Using the techniques discussed in the text information, suggest solutions for the following situations.

1. You answer a call for Jane Price who is out at this time. The caller replies, "Thanks anyway." What question(s) should you ask the caller before closing the call?

2. You take a call for John Smith who is out of the office. The caller identifies himself as Joe Rodriguez, a sales representative for The Cohn Company, and asks to have John Smith return his call. What information should you obtain to give to John Smith?

3. Chuck, who works in a restaurant answers the phone. It is Cynthia, a waitress, who is calling to say she will not be at work because her mother is sick and she must take her to the doctor. She wants Chuck to tell the boss. What message should Chuck give the boss?

   When Chuck answered the phone, which of the following answers should he have used? (Circle the letter of the correct one.)

   a. "Hello, who is this?"
   b. "Jim's Steak House, Chuck speaking. May I help you?"
   c. "Hello, may I help you?"

4. It is Saturday night, and you are home alone when the telephone rings. All you hear is heavy breathing. What should you do?

5. You are alone in the office. The telephone rings, and the operator says, "I have a collect call for Charles Simpson. Will you accept the charges?" Would you accept the charges? Briefly explain your answer.

6. You are working in a service department at a local store. You receive a telephone call from a customer complaining about his/her bill. What should you do?

7. Fill in the "Message Memo" below using the following information. Robin Taylor called around noon for Mrs. Wright. Ms. Taylor wants Mrs. Wright to know she is unable to speak at a youth conference being held next month. If Mrs. Wright has any questions, she can call Ms. Taylor at her business, Taylor Graphic, Inc., at 601/224-8910. Today is Wednesday, June 17.

Date _____ **Message**

Time _____

To _____

While you were unavailable

Caller _____

From _____

Phone _____

☐ Telephoned ☐ Please call again

☐ Returned your call ☐ Will call again

☐ Was in to see you ☐ **Urgent**

Message _____

_____

_____

_____

_____

Signed

Conclusion

The use of the telephone has expanded over the years. You will find you have many options when calling someone or receiving calls. Always remember to be polite, speak clearly, and give appropriate information.

The voice you use on a telephone is an extension of yourself. If you are using the telephone at work, your telephone skills represent your employer.

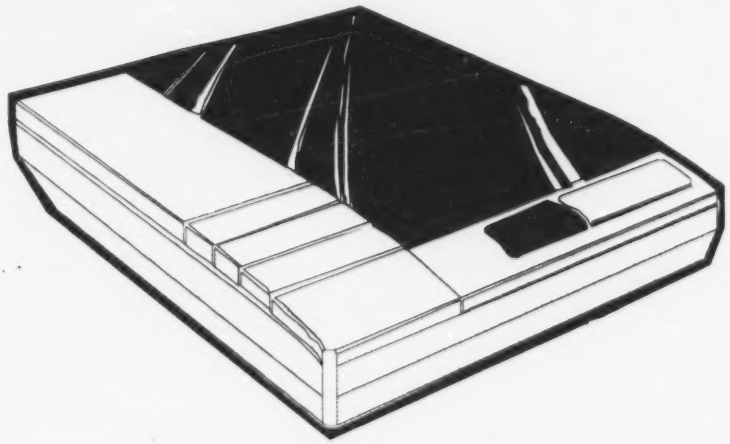
Because telephone equipment is changing and companies may offer a variety of telephone services and features, be sure to ask for directions on the use of telephones when you enter a new work setting. Using the telephone wisely can be beneficial to both you and your employer.

Questions for further thought . . . . .

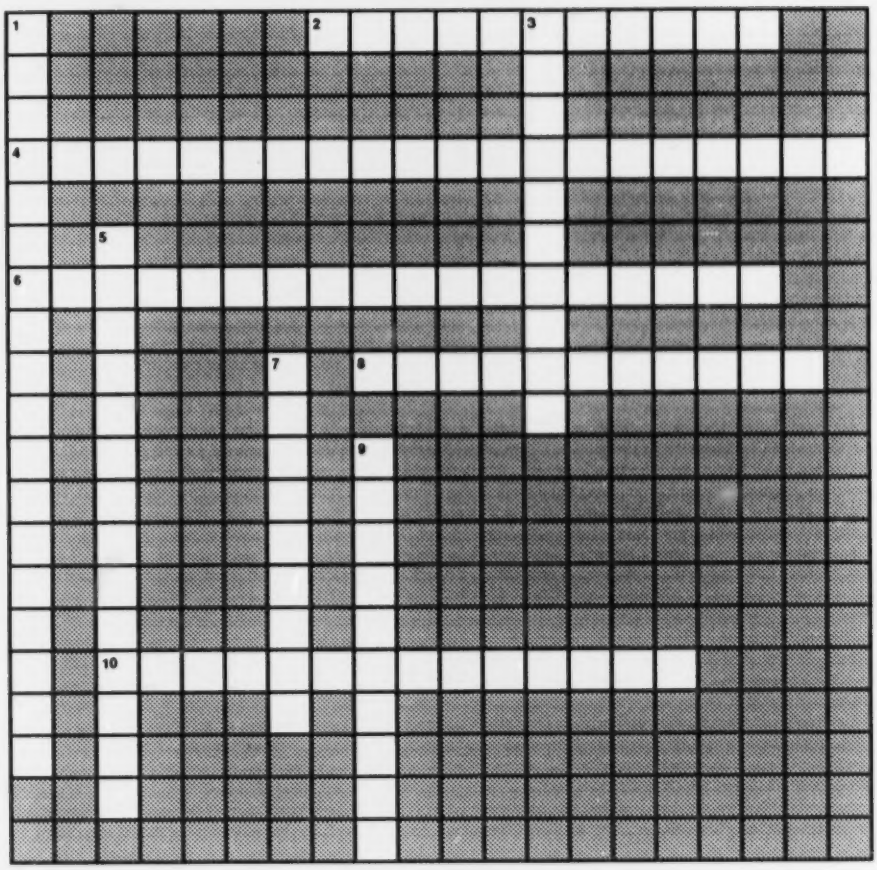
Can you guess how telephones may change in the future?

Can you guess what your life might have been like without telephone service?

What effect do you think good telephone skills might have on the success of a business?



Crossword Puzzle - Using the Telephone



Across clues

2. Directory that contains only business phone numbers (two words)
4. Usually placed through the operator
6. Call in which you must tell the operator you want the call charged to another phone (two words)
8. Tell the operator the name of the person you are calling and that he or she will pay for the call (two words)
10. Call that will be billed to your credit card (three words)

Down clues

1. One type of call in which you must tell operator who you are calling (two words)
3. Directory that contains residential phone numbers (two words)
5. Least expensive way to make a long-distance call (two words)
7. A type of answering machine at a business (two words)
9. A way to send written information by using the telephone

Matching Vocabulary

Select the best answer.

1. ___ yellow pages	A. A way to send written information by using the telephone lines
2. ___ fax machine	B. Directory that contains residential phone numbers
3. ___ voice mail	C. Tell the operator you want the call charged to another phone number
4. ___ third-number calling	D. Tell the operator the person you are calling and he/she will pay for the call
5. ___ white pages	E. Directory that contains business phone numbers
6. ___ direct-dial call	F. Least expensive way to make a long distance call
7. ___ collect call	G. Must tell operator who you are calling
8. ___ person-to-person call	H. Usually placed through the operator
9. ___ station-to-station call	I. Call will be billed to your credit card
10. ___ credit card call	J. A type of answering machine at a business

Unit III

Making a Speech

Introduction

There will be many instances in your life when good speaking skills are important. Speaking skills will benefit you in both your professional life and your personal life. This section will help you improve your speaking skills.

Objectives

After studying this unit, you will be able to—

- prepare a speech
- deliver a speech
- use verbal skills to communicate effectively
- use nonverbal skills to communicate effectively
- define the four types of oral presentations
- prepare yourself for an interview

Springboard Questions

- What are the elements of a good speech?
- What can we learn about speaking from viewing others?
- How will you use speech in your vocational field?
- What is the importance of a first impression?
- How can the speaker reduce his/her stage fright?

Vocabulary

To improve your speaking skills and better understand this unit, it will be helpful for you to know the meaning of these vocabulary terms and phrases. You will find that these terms are in bold print within the text of this unit. As you find these terms in your reading try to determine the meaning. If you need help with the definition, use a dictionary or ask your teacher for help.

accuracy

adapt

clarification

clarify

convey

credible

critique

diversion

enunciate

extemporaneous presentation

eye contact

feedback

fidgeting

flexibility

impression

impromptu presentation

logical

manuscript presentation

memorized presentation

monotone

nonverbal communication

optimistic

podium

Vocabulary (continued)

portfolio

preparation

pronunciation

reference letter

résumé

stage fright

variation

visual aid

vital

vocal control

Preparing a Speech

The key to making an effective speech is preparation. Without **preparation**, you may speak poorly and leave a bad **impression** of yourself and the organization you represent. Special consideration must be made for preparation if you are asked to speak publicly. Make sure you have enough time to prepare before accepting the invitation.

When preparing for a speech, first consider the members of your audience (their ages, education levels, skills, and general interests). This will help you to present the material using an appropriate vocabulary and a manner effective for the audience. When you give a public presentation, choose a topic that is interesting and appropriate.

Next, gather the information you wish to present. Begin by determining the purpose of the presentation. List the objectives of your presentation. This will help you determine what information must be included in order to meet your objectives. Always make sure the information is accurate, complete, and adequately covers the topic. Use **credible** sources of information.

Once you have gathered your information and checked its **accuracy**, outline the information using topics and subtopics. Develop an introduction that captures the audience's attention and interest and introduces your topic. To do this, consider one or more of the following suggestions:

- Relate a human interest story
- Present a specific illustration
- Use an exhibit
- Ask a question
- Share a striking quotation
- Show how the topic affects the interest of the audience
- State a startling fact
- Forcibly present a statement of truth

Then, organize the body of your presentation so that it adequately covers the topic. Present your ideas in an interesting, **logical** manner. Make sure the organization is easy to follow and understand. Use interesting examples and facts to **clarify** your ideas, but avoid overusing them or you will lose the attention of your audience.

When giving a speech, it is often helpful to use **visual aids**. This provides the audience with a little **diversion** and helps to create interest. Visual aids may include illustrations, posters, cartoons, films, models, or other items that can add appeal to your topic or make it more concrete.

Next, develop your conclusion. Briefly summarize the main points and end your speech on an **optimistic** final note. The goal always should be to leave the audience thinking about what has been said. A related humorous story or question may give you the perfect finishing touch.

Finally, remember to use correct grammar when preparing your presentation. Write out your speech as you think you want to present it. This will help you identify areas of your presentation that are too wordy, need **clarification**, or are likely to be misunderstood.

Rehearse your presentation. Know your material and how you want to word it, but do not memorize or read your speech word for word. If you have trouble remembering the material, put the key points in the correct order on 3" x 5" index cards. Refer to them when you need help. Have someone listen to your presentation or tape-record it to help you identify areas of your presentation that are too wordy or hard to understand. Time your presentation so there is ample time for questions without exceeding the allotted time.

Most speakers experience some form of **stage fright**. Have confidence in yourself and set realistic objectives. Be sure to practice thoroughly and concentrate on your audience during the presentation. Experiment with different methods to reduce your stage fright—breathe deeply and try to do some type of physical exercise before your speech. Also, it is important to try to relax and not stand perfectly still during your speech.

A Good Speaker . . . . .

- organizes information (uses cue cards)
- is aware of the audience (identifies level of understanding)
- offers suggestions/examples to clarify a point
- avoids gestures or mannerisms that may be offensive
- presents a good appearance (dresses appropriately)
- speaks loudly and clearly
- practices thoroughly
- **adapts** if necessary

Delivering a Speech

Just as the preparation of a speech is **vital** to its effectiveness, so is its delivery. Effective delivery of your presentation involves three main areas: preparation, **vocal control**, and nonverbal control.

To adequately prepare for the delivery of your presentation, arrive early so you have enough time to make sure the seating is arranged so that everyone will be able to see and hear you. Set up any visual aids you will be using and make sure any equipment is working properly before the audience arrives. If you are giving a public presentation, give the chairperson a short biography so you can be introduced to the audience. If the chairperson does not introduce you, introduce yourself before beginning the presentation.

Be aware of and control your vocal qualities. Your volume should be loud enough so that everyone can hear, but not so loud as to be annoying. Your tone should be friendly and confident. Speak at a rate that is easy to understand—not too fast or too slow. Use **variation** in your voice volume and pitch to add expression and emphasis to your speech. Avoid talking in a **monotone** voice that may bore your audience. Be sure your **pronunciation** of words is correct. Also, **enunciate** your words so that the audience can hear and distinguish what you are saying.

Besides communicating with your audience verbally, you also communicate nonverbally through gestures, appearance, facial expressions, and other ways of which you may not even be aware. Following are a few points that can help you control your **nonverbal communication** so it is favorable to your presentation.

- Make sure your appearance is professional. Be well groomed, neat, and clean. Dress appropriately for the situation in clean, pressed clothing; do not overdress.

- Maintain proper posture. Although your posture should be relaxed, it should not be slouched or sloppy. Keep your head up, and avoid actions that may cause you to slouch, such as letting your shoulders droop or standing on one foot.

- Use gestures, when appropriate, to emphasize and give meaning to what you are saying. Gestures should be natural, meaningful, and consistent with what you are saying—but do not overexaggerate. When making gestures, be sure the audience can see them. For example, if you are speaking from behind a **podium**, gesture above it.

- Avoid any personal habits you may have that will detract from your presentation or distract the audience; for example, rattling change in your pocket, **fidgeting** with your hair or clothes, chewing gum, and/or using language that is offensive.

- Establish and maintain eye contact with the members of your audience. Avoid looking over their heads, watching one person throughout the whole speech, or staring at the wall or an object in the room. Looking directly at various members of your audience will **convey** sincerity and directness, and keep their attention.

Maintaining **eye contact** with your audience will enable you to pick up their nonverbal cues and reactions to your presentation. The nonverbal cues can inform you about whether you need to adjust your presentation and how to do it in order to increase its effectiveness and acceptance by the audience. For example, the members of your audience may look puzzled. This generally means they do not understand and you need to clarify and further explain the information you are presenting. If the members of your audience are fidgeting or looking around the room but not at you, you have probably lost their attention and interest or they are restless. In such a case, liven up your audience. Establish direct eye contact with them, and try to involve the audience in the presentation.

When concluding your oral presentation, the level of effectiveness you achieve during your delivery must be maintained. To conclude your presentation effectively, avoid rushing to finish. Ask if there are any questions and supply satisfactory answers. When making a public presentation, always thank the chairperson for inviting you and thank the audience for being attentive. After you have finished and answered all questions, sit down and do not rush out of the room. There may be individuals who want more information on the topic or have questions they wish to discuss privately.

Avoid making statements such as, "I'm glad that's over" or "I hate to give presentations." Such statements imply that you have a bad attitude. As a result, you may lose **credibility** with others. Focus your comments on the positive aspects of your presentation, and obtain **feedback** from your audience.

The key to making a successful oral presentation is **flexibility**—the flexibility to use the principles of effective oral presentation and yet adjust your presentation so it is both understood and acceptable to the audience. The effective speaker is well-prepared, is in control of his or her vocal qualities, controls the nonverbal cues conveyed to the audience, and is sensitive to the nonverbal cues from the audience.

Nonverbal Signs May "Talk" for You . . . . .

- A yawn signals boredom.
- A "fidgety" listener is uninterested.
- A frown signals disapproval.
- A nod signals approval.
- A puzzled look signals confusion.
- Eye contact usually indicates intense interest.
- Even your tone of voice conveys a message.

Types of Oral Presentations

A **manuscript presentation** is a speech that is read word for word. This presentation is one where you would have ample time to prepare and refine the speech. A manuscript presentation is expected to be delivered without content error.

A **memorized presentation** uses the speaker's memory and frees the speaker from notes. This presentation is one that requires extra preparation time for the presenter to commit the text of the speech to memory.

The **impromptu presentation** is delivered without any preparation. This presentation is given in response to a request for an immediate reaction. Presenting an impromptu speech does not give the presenter time to research the topic to gather information or data or organize any notes. One caution—rather than present false information, be prepared to readily admit when the presenter does not know an answer to an inquiry. If the presenter is guessing at statistics or data presented be prepared to tell the audience that he or she is guessing.

The **extemporaneous presentation** is presented with the use of brief note cards. The extemporaneous speech is a spur of the moment response to a topic or inquiry announced prior to the speech presentation. The presenter has a limited amount of time to carefully prepare and organize notes on note cards in order to present the information in a logical sequence to the audience.

Common Types of Speech Presentations

- Interviews
- Persuasive
- Informative
- Characterization
- Demonstration
- Impromptu
- Quotes
- Competitive skill events
- Debate

Interviewing

It is natural to want to make a favorable impression during a job interview. To do so, the first task is to research the company and have intelligent questions prepared to ask the interviewer. This questioning will demonstrate your interest in the company. Questioning will also demonstrate your ability to communicate with others. Be sure to have all necessary information with you at the time of your interview—your *résumé, reference letters,* and *portfolio.* It is important to demonstrate that you are prepared and organized.

Your appearance is also very important. Making a good first impression may determine the tone and direction of the remainder of the interview. Be sure you are dressed appropriately. Women should wear a suit or dress, and men should wear a full suit or dress slacks with a shirt and a tie. Cologne and jewelry should be kept to a minimum.

It is important that you are prepared in advance for all interviews. As already mentioned, be sure to investigate the company and be prepared to ask interesting questions. It is important that you discuss your previous jobs and your reasons for leaving them in a positive light: a need for more money, the need to have different hours, or another valid reason. Do not indicate that you disliked your boss—this may imply that you do not get along well with others. It would be an excellent idea to practice an interview question-and-answer session with another person.

Some possible questions you might be asked . . . . . .

- How would you describe yourself?
- What three words would you use to describe yourself?
- What are your long-term goals?
- Why do you want to work for this company?
- Why should I hire you?
- What are your strengths and weaknesses?
- What are your accomplishments/failures?
- Why did you leave your last job?
- Do you get along with your supervisor?
- How well do you take criticism?
- What can you tell me about yourself?
- What interests you about this job?
- What would your references say about you?
- What special qualities or experience do you possess for this job?

In the interview, remember to maintain eye contact and provide clear, concise answers. Maintain a professional posture and remain confident of your abilities. It is important to follow up each interview with a thank-you letter within three to five days.

Student Activity

Complete the following worksheet.

1. Using the techniques mentioned in "Preparing a Speech," prepare a speech on a topic assigned by your teacher. List the topic and your subtopics in the space provided.

2. After preparing the speech, present it to the class. Then, ask your classmates to react to your speech. List their comments.

3. If possible, obtain videotape equipment and videotape your speech. Examine your delivery. How was your posture? Gestures? Diction? Eye contact? What errors did you make? List some of your good points.

4. **Critique** a videotape of a professional speaker, and discuss the presentation. List some of your comments.

5. Compare your performance in making a prepared speech and an impromptu speech (use a videotape). List some of your observations.

6. Practice interviewing with members of your class. Create a list of interview questions. Each member of the group can alternate as the interviewer and the interviewee.

Conclusion

Speaking skills will be beneficial to you throughout your entire life. Good speaking and presentation techniques can and will determine the outcome of job interviews. The majority of careers evolve around speech—it is essential that everyone master this important skill.

Speaking is also one of the skills that you can continually improve with practice and by putting forth an effort to become a better speaker. Reading the daily newspaper can help you maintain and improve your vocabulary and remain aware of current issues.

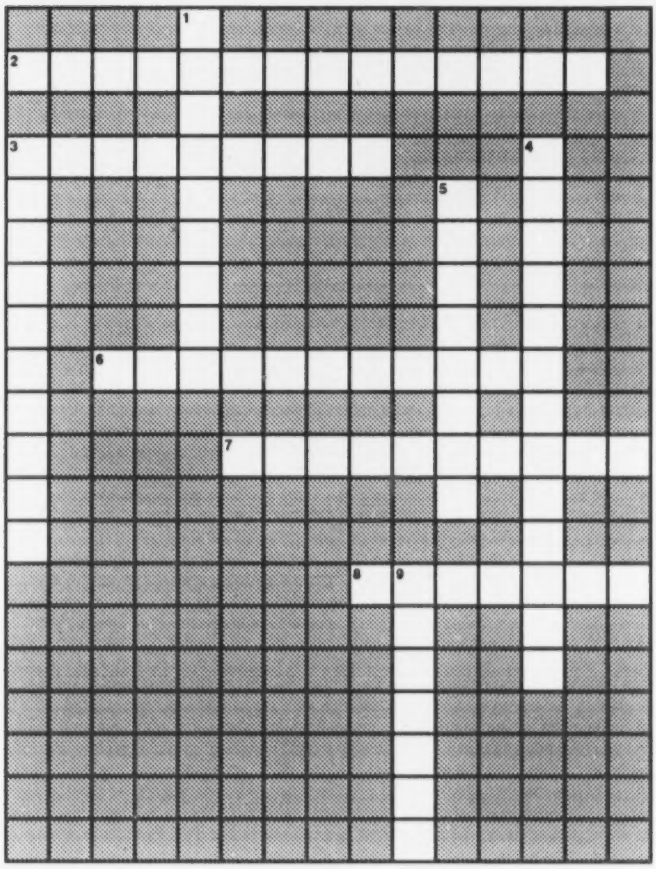
Questions for further thought . . . . .

Why is it important to know how to prepare a speech?

Ask family members if they have ever had the opportunity to make a speech.

Why do many people dislike speaking in front of a group? How can this fear be overcome?

Crossword Puzzle - Making a Speech



Across clues

2. A speech presented with the use of brief notes
3. A speech made from memory
6. Act of saying words distinctly and clearly
7. Illustrations, posters, models (two words)
8. To make clear

Down clues

1. A speech delivered without any preparation
3. A speech that is read word for word
4. Act of saying words (correctly)
5. Reliable or believable
9. Follows a reasonable thinking pattern

Word Scramble

Unscramble these words.

1. UMPOITMRP _____

2. CTANPMRISU _____

3. IVSLUA _____

4. ICAOTNNNPOURI _____

5. EEIZDMMRO _____

6. OGLACLI _____

7. YFALCRI _____

8. BLEREICD _____

9. NAEXUSOTPMEORE _____

10. EROIESTPNATN _____

11. IUCENNATE _____

Word list

LOGICAL	CLARIFY	CREDIBLE	VISUAL
PRONUNCIATION	ENUNCIATE	MANUSCRIPT	MEMORIZED
PRESENTATION	IMPROMPTU	EXTEMPORANEOUS	

Unit IV

Conducting a Meeting

Introduction

At some point in your life, you will probably become a member of a club or organization. As a member, you may be asked to fill an office, head a committee, or act as a representative in some manner. It is also possible that you may be asked to organize a club or group. In any one of these positions, you may need to conduct or to participate in a meeting. This unit provides examples of how a meeting is organized and conducted, and some basics to remember when addressing a group.

Objectives

After studying this unit, you will be able to—

- understand the basic concepts of conducting a meeting
- understand and use the terminology necessary to conduct a meeting
- identify various club officers' responsibilities
- describe what is contained in a club's constitution or bylaws
- organize and conduct a meeting

Springboard Questions

- Why do organizations follow certain procedures?
- Why does an organization keep minutes for each meeting?
- What are the benefits of being a member of a club member?
- What are the characteristics of a good club member?
- What are the characteristics of a good club officer?

Vocabulary

To improve your skills in conducting a meeting and better understand this unit, it will be helpful for you to know the meaning of these vocabulary terms and phrases. You will find that these terms are in bold print within the text of this unit. As you find these terms in your reading try to determine the meaning. If you need help with the definition, use a dictionary or ask your teacher for help.

adjourn

agenda

altered

amend

animosity

approve

article

bylaws

chair

constitution

debate

delegate

deliberations

deliberative

expenses

gavel

germane

impartial

invoice

lectern

majority

Vocabulary (continued)

minority

minutes

motion

objection

officer

parliamentary law

parliamentary procedure

previous

proceedings

proposition

pro tem

quorum

ratify

Organizing a Club or Group

Organizing a club or group takes a great deal of planning. Following is a brief outline of what should be done at the first, second, and third meetings of a new club or group. Study the outline. Keep in mind that this outline may need to be **altered** to fit your particular group and its needs.

First Meeting

- Decide on a club name.
- Decide on the club's purpose.
- Elect a temporary chairperson, or **chair** and secretary.
- Pass a **motion** to organize the group.
- Form a committee to draft a **constitution/bylaws,** and have them prepared for approval at the next meeting.
- Talk about what information the group wants written in the constitution/bylaws.
- Establish a time, place, and date for the next meeting (and future meetings).
- **Adjourn** the meeting.

Second Meeting

- Call the meeting to order (temporary chairperson).
- Read the **minutes** of the previous meeting (temporary chairperson).
- Report on the constitution/bylaws (Constitution/Bylaws Committee).
- Discuss changes needed in the constitution/bylaws; amend if necessary.
- Vote to accept constitution/bylaws.
- Appoint a nominating committee to select slate of candidates for permanent **officers** for election at the next meeting.
- Establish a time, place, and date for the next meeting.
- Adjourn the meeting.

Third Meeting

- Call the meeting to order (temporary chairperson).
- Read the minutes of the previous meeting.
- Report on the slate of officers (nominating committee).
- Elect and install permanent officers.
- Appoint standing committees (newly elected president).
- Call for new business.
- Adjourn the meeting.

Below is a suggested plan to follow for setting up a meeting room.

President Secretary

X X

(podium)

Vice President Treasurer

X X

Parliamentarian Reporter

X X

X X X X X X X X X X X X X X

X X X X X X X X X X X X X X

X X X X X X X X X X X X X X

X X X X X X X X X X X X X X

X X X X X X X X X X X X X X

X = chairs

Club Meetings and Activities

Clubs or organizations must hold meetings in order to keep their membership informed about specific policies, procedures, events, and other activities. Often, a club or group will meet in order to plan activities, such as a fund-raising event.

Today there are many professional clubs for men and women in certain occupations. For example, The Public Relations Society of America is an organization composed of men and women from the field of public relations. Through meetings, the members of this group are given the opportunity to talk with other people involved in their career field.

As a student, you may become involved in a youth leadership organization such as—

- Business Professionals of America
- DECA
- FFA
- FHA/HERO
- VICA
- TSA (Technology Student Association)

Most organizations follow a specific set of rules when conducting a meeting. Many follow the procedures outlined in *Robert's Rules of Order,* Revised Edition. This is known as **parliamentary procedure**. This procedure comes from **parliamentary law,** which is simple in principle and based on common sense and courtesy. It seems technical because it has been necessary to develop a special vocabulary for discussing it.

Three purposes of parliamentary law

- To enable an assembly to transact business with speed and efficiency
- To protect the rights of each individual
- To preserve a spirit of harmony within the group

Principles of parliamentary law

- Only one subject may claim the attention of the assembly at one time.
- Each **proposition** presented for consideration is entitled to full and free **debate**.
- Every member has rights equal to every other member.
- The will of the **majority** must be carried out, and the rights of the **minority** must be preserved.
- The personality and desire of each meeting should be merged into the larger unit of the organization.

Sample Agenda

There should be an **agenda** for each meeting to let the membership know what business will be conducted. Following is a list of agenda items and sample comments made by the chair introducing each item.

Call to Order
Chair: "The meeting will now come to order."

Reading of Minutes
Chair: "Will the secretary please read the minutes of the **previous** meeting?"

Reports
(Officers) Chair: "We will now have the officers' reports."

(Treasurer) Chair: "Will the treasurer give the financial report?"

(Committees) Chair: "We will now have the committee reports."

Unfinished Business
Chair: "We shall now proceed to unfinished business."

New Business
Chair: "Is there any new business?"

Announcements
Chair: "The business is complete. Are there any announcements?"

Adjournment
Chair: "There being no further business, this meeting stands adjourned."

Sample Order of Business

When making the agenda, there is a standard order in which business should occur. Any agenda should be developed according to the following order of business but will not necessarily containing each of these items.

1. Call to order or opening ceremony
2. Roll call
3. Secretary's report
4. Treasurer's report
5. Other officers' reports
6. Standing committee reports
7. Special committee reports
8. Unfinished business
9. New business
10. Announcements
11. Program
12. Adjournment or closing ceremony

Use of a Motion

To properly participate in a meeting, you need to understand the definition of a **motion**. A motion is a proposal for action—a formal proposal made in a **deliberative** assembly. You also need to know what the word **quorum** means. A quorum means that a majority of the membership is present.

Rules of procedure to use when conducting or attending a meeting. To obtain full information about parliamentary procedure refer to Robert's Rules of Order.

- Motions must be made and seconded by a member in good standing.
- A motion must not be in violation of the organization's constitution, bylaws, or standing rules.
- Business may not be conducted without a quorum.
- An amendment must be **germane** to the subject of a motion.
- Not more than two amendments to one motion are permitted.
- The motion to reconsider is made only by a person who voted with the majority.
- The name of the chair is called last when a roll call vote is used.
- Members may request that their vote be recorded in the minutes, if there is no **objection**.
- The name of the person making the motion should be entered in the minutes.
- Standing committees are usually named in the bylaws and are to function throughout the year.
- Voting by ballot is preferred for an election.
- A negative vote is never taken on a motion of appreciation.

Sample Club Meeting Dialogue

Notice which person speaks and at what point in the meeting.

President: (Standing at podium, strikes the **gavel** three times on the **lectern**.) "This meeting will now come to order. The secretary will read the minutes of the last meeting." (Sits down.)

Secretary: (Standing) "The first regular meeting of the Center High School Achievers Club was called to order by the president at 7:00 p.m. on September 5, (year). The minutes of the previous organizational meeting were read and approved. President Pat Baker called upon Terry Simpson to report the findings of the fund-raising committee. Terry reported that plans for selling items for gifts in December were nearly completed and that all members would be informed when they could pick up a sales kit."

"Since there was no unfinished business, the president called for new business. Lou Smith moved that each member be assessed five dollars to increase the balance in the club's treasury. The motion was seconded by Jo Jones. After discussion about the amount needed, a vote was called for and the motion failed to carry."

"Jan Sims moved that the club wait until after its fund-raising project is completed to decide whether the members should be assessed money to increase the treasury. It was seconded by Lou Smith. After discussion, a vote was taken and the motion carried."

"Jo Jones moved to adjourn the meeting so the committee could get together and work on plans for the school year. It was seconded by Gale Brown. A vote was called for and the meeting was adjourned at 9:15 p.m."

Respectfully submitted,
Chris Adams, Secretary

President: (Standing) "Are there any corrections or additions to the minutes? If not, they stand **approved** as read. The next order of business is a report from the treasurer."

Treasurer: (Standing) "Madam/Mr. President, your treasurer presents the following report for the month of September, (year)."

1. "Balance carried forward from last year $348.12."
2. "Receipts $122."
3. "Expenses $24."
4. "Balance on hand $446.12"

Respectfully submitted,
L. H. Dunn, Treasurer

President: "Is there any objection to the treasurer's report? If not, the treasurer's report stands approved as read. The next order of business is committee reports. Will Terry Simpson, chairperson of the fund-raising committee, please make a report?"

Terry Simpson: "Madam/Mr. President, the fund-raising committee has obtained sales kits from the Marshall Sales Kit Company, and the kits will be ready to distribute after this meeting."

President: "Thank you, Terry. All members need to sell items and help with this fund raiser; please get your sales kit after the meeting is adjourned. The next order of business is new business. Is there any new business?"

Leslie Adams: "I move that our class challenge the second-year class to a contest based on attendance. The class with the best attendance record for the first semester will be the winner. The losing class will have to treat the winning class to a picnic."

Lynn Oaks: "I second that motion."

President: "It has been moved and seconded that our class challenge the second-year class to a contest on best attendance record. The loser will have to treat the winner to a picnic. Is there any discussion?"

Terry Simpson: "Madam/Mr. President."

President: "Terry."

Terry Simpson: "I think we should set a total cost limit of $30 for the picnic."

Leslie Adams: "Madam/Mr. President."

President: "Leslie."

Leslie Adams: "I think Terry had a good idea, and I would like to **amend** my motion to include a maximum cost of $30."

Terry Simpson: "I second the motion."

President: "It has been moved and seconded that the main motion be amended to read that our class challenge the second-year class to a contest on best attendance record. The loser will treat the winner to a picnic that will cost not more than $30. Is there any discussion on the amendment? If there is no discussion, all those in favor of the amendment signify by saying *aye* . (Class response.) Those opposed say *no*. (No response.) The *ayes* have it and the amendment is carried. Is there any discussion on the motion as amended? If there is no discussion, all those in favor of the motion as amended signify by saying *aye*. (Class response.) Those opposed say *no*. (No response.) The *ayes* have it and the motion carries as amended."

"The next order of business is announcements. Are there any announcements?"

Club Advisor: "Madam/Mr. President."

President: "Mr./Mrs./Ms./Miss (Advisor's name)."

Club Advisor: "The club has been asked to select a class member to represent our class on the Goodyear High School Student Council. I suggest the class think about this and take action at the next meeting."

Terry Simpson: "I move that we adjourn."

Leslie Adams: "I second that motion."

President: "It is moved and seconded that we adjourn. Will those in favor say *aye*. (Class response.) Those opposed say *no*. (No response.) The meeting stand adjourned." (Strikes the lectern with the gavel one time.)

Student Activity

Complete the following worksheet.

1. Why is it necessary to follow a plan of order such as parliamentary procedure for meetings?

2. How does a member get the chance to talk in a meeting?

3. Write a motion to be presented in a business meeting.

4. Make a list of civic activities in which you think your organization could participate this year.

5. Write an announcement to be read during a business meeting.

Constitution or Bylaws

Almost every official or formal group has a constitution or set of bylaws that it follows. A constitution or bylaws are made up of rules created for the regulation of a group's internal organization and the governing of its membership. The constitution or bylaws of an organization should list rules concerning the group's name, its purpose, membership requirements, elected officers, the officers' duties, time and date of meetings, appointed committees, parliamentary authority, and amendments to the constitution or bylaws.

Sample Constitution or Bylaws

Article I. Name and purpose

Section 1. The name or this organization shall be _____.

Section 2. The purpose of this group shall be to encourage interest and participation in leadership, school and community service, and to provide the membership with an opportunity to learn, practice, and correctly use parliamentary procedure in conducting an organized meeting.

Article II. Membership

Section 1. Any student who is enrolled in the _____ class shall be considered a member after signing the constitution.

Section 2. Any student who is dropped from the school's attendance list will be dropped as a member of this group.

Section 3. The (yearly) membership dues shall be _____ payable at the (second regular) meeting.

Article III. Officers

Section 1. The officers of this organization shall include a president, vice president, secretary, treasurer, parliamentarian, and reporter.

Section 2. All officers shall be nominated from the floor and elected by ballot at the (third) meeting of the school year.

Section 3. A simple majority of all votes cast shall be necessary to constitute an election.

Section 4. The duties of the officers shall be such as titles imply. (See *Tips for Being a Good Club Officer.*)

Section 5. Vacancies in an office may be filled by special election called by the president or club advisor.

Article IV. Meetings

Section 1. Regular meetings shall be held on the (first Monday of each month).

Section 2. (Ten members) shall constitute a quorum.

Section 3. The order of business shall be:

a. Call the meeting to order
b. Read minutes
c. Reports
    1. Treasurer
    2. Committees
d. Unfinished business or old business
e. New business
f. Announcements
g. Adjournment

Article V. Committees

Section 1. All committee members shall be appointed by the president.

Section 2. Committee members shall serve until released by the president.

Section 3. Committee findings shall be reported within time limits set by presiding officer.

Article VI. Parliamentary authority

Section 1. *Robert Rules of Order*, Revised Edition, shall be the parliamentary authority for this club, subject to simplification and special rules that have been or may be adopted.

Article VII. Amendments

Section 1. This constitution may be amended at any regular meeting of the club by two-thirds (2/3) majority vote, provided the amendment has been presented in writing and read to the membership at the previous meeting.

Tips for Being a Good Club Officer

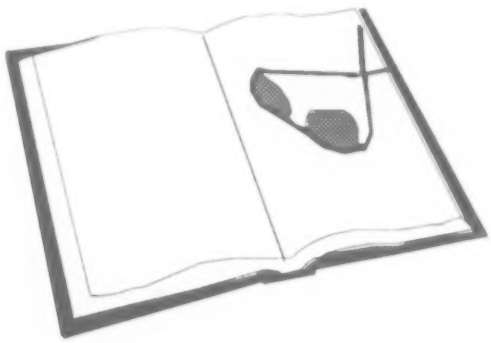
Following is an outline of the duties for each club officer. As a potential club officer, every student should study the tips on being a good officer, have a good understanding of each officer's duties, and recognize the traits of good officer behavior.

A successful club ***president*** must—

- be firm, but not act as a dictator.
- have a good understanding of the parliamentary procedure that has been adopted by the club.
- let the minority (small group of members with an idea) be heard, but obey the voice of the majority (larger group of members with an idea).
- **delegate** responsibility to club officers, committee chairpersons, and members.
- appoint the person who can do the best work on a committee as the chairperson of that committee.
- not take sides when presiding over a meeting; be objective.
- know all the **bylaws** or **articles** of the club constitution and apply them correctly.
- lead the club to fulfillment of the club purpose.
- refer to himself/herself as "the Chair" or "your President", never "I".
- stand up when calling the meeting to order, restating a motion, or making announcements.
- ask for a motion from the floor, restate the motion, call for a second, call for discussion, call for a vote, and announce the will of the majority.

A successful club ***vice president*** must—

- know the duties of the president and be ready at all times to perform in that office.
- be given specific tasks outlined in the bylaws.
- be ready to help any committee in need.



A successful club ***secretary*** must—

- keep a complete and accurate record of the **proceedings** of the club's business meetings and the meetings of the officers. This record (minutes) should include—
    - name of the club
    - location of meeting
    - date and time of meeting
    - name of presiding officer
    - number of members present
    - all items of business
    - all committee reports
    - all motions stated and action taken
    - signature of the secretary
- keep a membership list and record of attendance at meetings.
- call to the attention of president any items of business that must be taken up at a particular meeting.
- promptly answer all correspondence, and file copies of the letter and the reply for future reference.
- read minutes of meetings, and call the president's attention to any unfinished business.
- count the vote in all elections, unless tellers have been appointed.
- keep records and reports of all committees and all written resolutions and the club calendar.
- keep in the secretary's book the following records:
    - minutes of each meeting
    - list of committee membership
    - copy of constitution or bylaws

A successful ***treasurer*** must—

- keep accurate financial records, including:
    - dues payment records
    - monies from other sources
- help plan the club budget for the year and keep the budget record.
- receive monies and pay **invoices** and **expenses** out of club funds.
- deposit club money as school policy demands.
- be responsible for all club monies.
- make a complete treasurer's report to the members.
- explain the proposed budget to members and officers.

A successful club ***parliamentarian*** must—

- be well informed about parliamentary procedures as adopted by the club. (Simple plans are recommended.)
- never rule but give an opinion; the presiding officer makes a ruling.
- not take sides on an issue before the club; be impartial.

A successful club ***reporter*** must—

- gather and organize club news.
- prepare news notes and articles for publication or broadcast.
- take pictures and keep a scrapbook of club activities.
- serve as club historian, unless a historian is appointed.
- never release pictures or news articles unless the club advisor has given permission.

A successful club ***member*** must—

- attend meetings regularly.
- participate in the proceedings and **deliberations**.
- accept the final decision of the majority without **animosity** or violence.
- obey the rules of the organization.
- bring in or recommend new members, and thus help promote and extend the organization's growth and influence.

Conclusion

Group meetings will run smoothly if parliamentary procedure is followed. The most effective way to learn about parliamentary procedure and the mechanics of understanding it is to use it. Once you understand the skills of parliamentary procedure, you will be able to transfer knowledge of proper procedures to any group or club in which you become a member.

Just as with any other skill, you can become well-versed in parliamentary procedure skills if you read about them and practice using the skills. You will understand each meeting you attend if you have a basic knowledge of the procedures used to conduct an orderly flow of meeting activities.

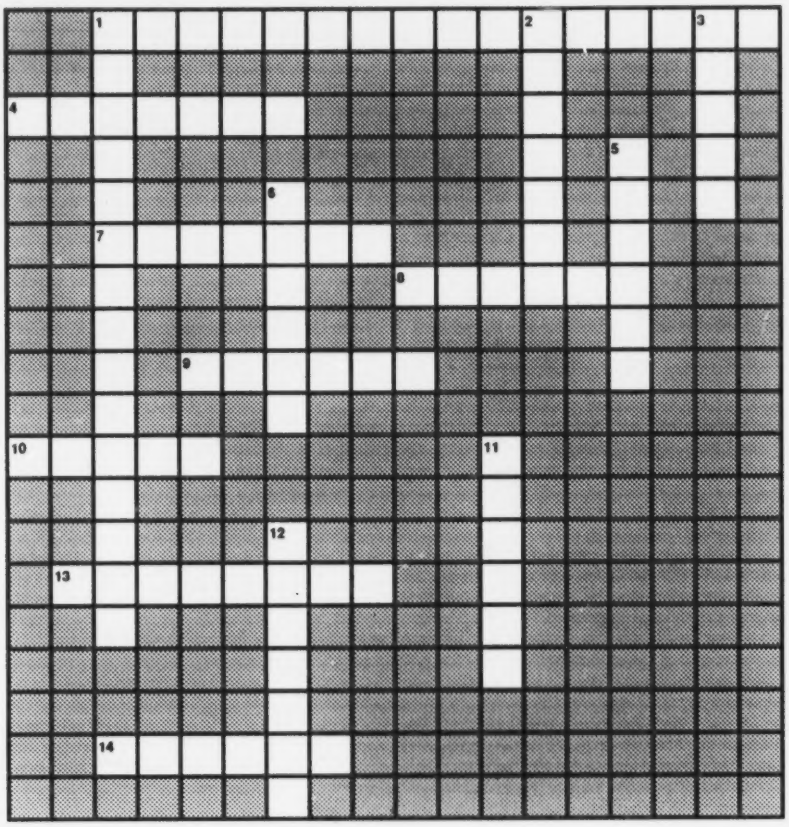
Questions for thought . . . . .

Why was parliamentary procedure developed?

What is the most important office within an organization?

Why is it important to have an agenda prior to a meeting?

Crossword Puzzle - Conducting a Meeting



Across clues

1. Accepted ideas of conduct for an organized group (two words)
4. Relevant to the motion being debated
7. To accept and agree upon a report.
8. The order of business
9. The number of members required to be in attendance to hold a legal meeting
10. The presiding officer
13. More than half the votes cast
14. Temporary position (two words)

Down clues

1. A person skilled in parliamentary law who advises the chair
2. To close the meeting
3. To change or modify a motion
5. To discuss a motion
6. A proposal for action
11. Action taken by an officer or at a meeting without a quorum on a measure requiring action
12. The official record of a meeting

Multiple-Choice Assessment

Complete the following worksheet. Select the *best* answer available.

1. What term or phrase refers to action taken by an officer, or at a meeting without a quorum, on a measure requiring action?
   a) Parliamentary procedure
   b) Chairperson's choice
   c) Majority rule
   d) Ratification

2. What term or phrase refers to the number of members required to be in attendance to hold a legal meeting?
   a) Germane assembly
   b) Quorum
   c) Chairperson's delegation
   d) Ratification trio

3. What term means to close a meeting?
   a) Adjourn
   b) Agenda
   c) Amend
   d) Ratify

4. What term means to change or modify a motion
   a) Amend
   b) Parliamentary move
   c) Pro tem
   d) Ratify

5. What term refers to a temporary position?
   a) Amend
   b) Pro tem appointment
   c) Quorum
   d) Ratification appointment

6. What term refers to meeting reports being accepted and agreed upon by the membership?
   a) Adjourn
   b) Agenda
   c) Amend
   d) Approve

7. What term means that more than half the membership present has cast votes?
   a) Germane
   b) Majority
   c) Pro tem
   d) Quorum

8. What term refers to a person skilled in parliamentary law who advises the chair?
   a) Debate chairperson
   b) Parliamentarian
   c) Pro tem
   d) Quorum

9. The presiding officer is referred to as the ____?____.
   a) chair
   b) majority leader
   c) parliamentarian
   d) pro tem

10. To discuss a motion means to ____?____.
   a) debate
   b) block
   c) intercept
   d) rescind

11. What term or phrase refers to the accepted rules of conduct for an organized group?
   a) A quorum
   b) A ratification proposal
   c) Pro tem rule
   d) Parliamentary law

12. A proposal for action is referred to as a ____?____.
   a) majority
   b) motion
   c) quorum
   d) pro tem

13. When an issue is relevant to the motion being discussed, it is referred to as ____?____.
    a) debate
    b) germane
    c) a quorum
    d) the agenda

14. The official recording of a meeting is referred as the ____?____.
    a) majority
    b) pro tem
    c) ratify
    d) minutes

15. The order of business is called the ____?____.
    a) agenda
    b) amendment
    c) minutes
    d) motion in progress

Teachers Guide

Communication Skills II

Communication Skills II has been written for student use in a variety of types of classrooms. The material was written to address specific skill areas but also to be flexible enough to meet student needs in both vocational and academic classes. The skill areas covered in *Communication Skills II* include learning from the media, using the telephone, making a speech, and conducting a meeting.

Organization of Material

Each unit begins with an introductory page. This page includes an introduction, objectives, springboard questions, and vocabulary words from the unit.

The purpose of the springboard questions is to help students think about the material before working with it. These questions will help students with their pre-knowledge and will help them ease into the subject. You may want to develop your own introductory questions as you introduce the material.

The vocabulary list includes words or phrases that will help the student better understand the material. The vocabulary words are in bold print in the reading materials. Definitions are not provided for several reasons. The authors believe it is useful to point out the words and also believe the meanings of the words should be presented in context rather than in isolation. In other words, it is not necessary for students to "know" all the meanings before reading the material. However, it is important for them to learn the meanings as they find the words in their reading. Be aware that your students may need additional help with other terms throughout the book.

Within each unit, there are vocabulary activities that use several but not all of the words featured in the reading. The crossword and word scramble activities include some but not all the vocabulary words. To extend this activity, you may want to develop more crossword or scramble activities using the words that are not currently used. Some activities can be adjusted to use as individual assignments, group assignments, or as independent work. Take time to review the assignments. There are a few questions at the conclusion of each unit that are intended to be thought-provoking. These questions would make excellent suggestions for further development of the learning activities. Make any adjustments necessary to meet the needs of your students.

The authors feel strongly that appropriate interpersonal skills are important for all students. Therefore, consider assigning activities that will help your students learn the qualities of politeness, tactfulness, collaborative effort, and desirable employability skills. These ideas should easily integrate into any of the communication skill areas.

Information about Specific Units

The following information addresses the specific units in *Communication Skills II.*

Learning from the Media

After students have completed the media survey, the information can be compiled into a group survey. Analyze choices made by students in the class.

You should address the issue of sensationalism in the news. For example, tabloid news, news events made into movies, the variety of news programming offered, and other similar productions. Throughout the discussion, direct students to think critically and draw their own conclusions.

It would be valuable for the class to compare the news coverage of an event in newspapers and magazines and on television and the radio. Students should also consider analyzing advertisements used in the media.

Finally, consider establishing a vertical file in your classroom. Students can establish the topics they wish to use and can bring in a variety of materials. This file can then be a useful research source for the entire class.

Using the Telephone

Because communications technology and telephone options are increasing rapidly, try to accumulate as much up-to-date information on telephoning as possible. Students who are employed can share information about the types of systems used on their jobs.

The receptionist at your school could be a good source of information on telephone skills. If possible, arrange to have students see how an answering machine, voice mail, or a fax machine operate. Have several telephone directories available in your classroom for student use. You may need to review the rules for alphabetization with the students. Also, emphasize the differences between touch-tone phones and rotary dial phones.

Making a Speech

The skills introduced in the speech unit can be used by students in skills competition in which they may participate through their vocational student organizations. Provide opportunities for the students to use their skills in your classroom as well as in the contests.

Conducting a Meeting

The skills needed to conduct a meeting are useful in student vocational student organizations or other activities where it is important that the membership understands parliamentary procedure and the proper method for conducting a meeting. If your class is not part of such a group, you can develop a club within your class and use parliamentary procedure skills when conducting the business meetings. This guide does not cover all rules of parliamentary procedure. The authors suggest you have a copy of Robert's Rules of Order or another credible reference available for student use.

Use of *Communication Skills I and Communication Skills II* in a Job Skills Class

The material presented in *Communication Skills I* and *Communication Skills II* can easily be used in a job skills class. The following outline is presented to help you adapt the material. Please note that the material is taken from both books.

Getting a Job

Résumé Writing—*Communication Skills I*
Letter of Application—*Communication Skills II*
Using Classified Ads—*Communication Skills II*
Using the Telephone—*Communication Skills II*
Completing Applications—*Communication Skills I*
Interviewing—*Communications Skills II*
Writing a Thank You—*Communication Skills I*

On-the-Job Skills

First Impressions—*Communication Skills I*
Following Directions—*Communication Skills I*
Learning to Listen—*Communication Skills I*
Telephone Skills—*Communication Skills I*
Being a Good Club Member—*Communication Skills I*
Reading Skills (keeping up-to-date)—*Communication Skills I*
Learning from the Media (keeping up-to-date)—*Communication Skills II*

BEST COPY AVAILABLE